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# A Study to Identify and Analyze Problems Experienced by International Students Enrolled in Eastern Illinois University

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A Study to Identify and Analyze Problems Experienced  
by International Students Enrolled in Eastern Illinois University  
(TITLE)

BY

Ru-Ing Hwang

B. A. in Ed., Provincial Kaohsiung Teachers College, 1976

M. S. in Ed., Eastern Illinois University, 1978

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist In Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1979

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

A STUDY TO IDENTIFY AND ANALYZE PROBLEMS  
EXPERIENCED BY INTERNATIONAL STUDENTS ENROLLED IN  
EASTERN ILLINOIS UNIVERSITY

BY

RU-ING HWANG

B. A. in Ed., Provincial Kaohsiung Teachers College, 1976

M. S. in Ed., Eastern Illinois University, 1978

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1979

The purpose of this study was to identify the characteristics of the international students, the needs for pre-registration information, study and library-use patterns, living and leisure time patterns, career planning, financial conditions, participation in activities, national associations and host family program of the international students enrolled in Eastern Illinois University. In addition, this study sought to investigate the adjustment problems in which international students reported the greatest level of difficulty. The different types of adjustment problems further were identified as they related to student classification, sex, age, geographic area of the students and the length of time in the United States and/or at Eastern Illinois University. It also investigated significant differences on some demographic and social interaction variables.

The data for this study were collected through a student problems questionnaire. The subjects consisted of the whole population of international students (141) attending in Eastern Illinois University, of whom 94 (or 66.66%) returned the complete questionnaire. The statistical package for the Social Sciences (SPSS), frequencies, Chi-Square, Pearson Correlation, and one way analysis of variance ( $P < .05$ ) followed by Duncan's new multiple range test ( $P < .05$ ) were used to analyze the data.

The study revealed that most of the international students would like to have received more information about EIU and Charleston before they arrived in the U.S.. More than one-third of the students felt that a special orientation

program would have been helpful to them. Most of the students lived and had leisure time with the people from their own country. One-third of the students had never visited an American family, but most of them would like to visit. The majority of the students don't like to eat either on campus or off campus but rather cook by themselves. Although most of the students had career plans and thought their major was helpful, still many students have not decided what to do after they've graduated. A majority of the students felt that their financial resources were insufficient to meet their needs though over half had some form of employment or assistantship to help. A large number of the students felt that the Association of International Students and The International Tea serve a useful function, but the participation in these activities was not high. Only a few students belonged to campus or off-campus organizations. Almost all of the students strongly supported change in the existing facilities of The International Center, and a majority of the students wanted to have a host family. In general, the students seldom used the university services, such as Counseling Center, Career Planning and Placement Office, or even the International Student Services Office.

The study further revealed that the international students had more contact with the people from their own country or Americans than with other foreigners. However, the international students did not establish close friendships with Americans as with other foreigners. There were significant differences on student's classification, age and social

interaction variables.

English language proficiency, homesickness, housing, finances, family separation and climate were rated as the most difficult adjustment problems by the students. There were significant differences on different types of adjustment problems in terms of demographic variables. These results indicated that international students have problems in common and also problems peculiar to their national groups, or in terms of sex, age and classification of students. In addition, problems with English proficiency, racial or religious discrimination, dating and housing, were found to be significantly correlated to the length of time both in the U.S. and at EIU. Overall, the findings of this study indicated that although the international students have some problem areas to overcome, they were successful in adjusting to their new environment at Eastern Illinois University and in attaining their primary goal of getting an education.

## TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION.....	1
Background	
Statement of Problem	
Purposes of This Study	
Definition of Terms	
Method	
II. THE NEEDS AND PROBLEMS OF INTERNATIONAL STUDENTS...	12
Language	
Financial Arrangements	
Career Planning and Job-hunting	
Social Status	
Cross-Cultural Contact	
III. FINDINGS.....	28
Characteristics of the Group	
Social and Personal Contact	
Selected Problem Areas of Adjustment	
Time in Environment and Adjustment	
IV. DISCUSSION AND CONCLUSION	
Implications	
Overview	
APPENDIX A.....	70
APPENDIX B.....	72
FOOTNOTES.....	98
BIBLIOGRAPHY.....	99



## LIST OF TABLES

### TABLE

1. Countries, numbers and percentage of students included in each geographic area.
2. Departments, numbers and percentage of students included in each major School area.
3. Number and percentage of students' staying time in U.S. and at EIU.
4. Housing and Leisure Time Arrangements for Respondents.
5. Respondents, Patterns of Visitation.
6. Sources of Financial Support and Spending Patterns.
7. Whom are you used to Talk to?
8. The Using of Services Provided by International Student Services Office.
9. Weighted Mean of Social Interaction by Demographic Items.
10. One-Way Analysis of Variance for Social Interaction and Demographic.
11. Opinions of Respondents Concerning Problem Areas.
12. Weighted Mean of Adjustment Problems by Demographic Items.
13. One-Way Analysis of Variance for Adjustment Problems and Demographic.
14. Pearson Correlation of the Adjustment Problems and the Length of time at EIU and in U.S.
15. Person Correlations between "Lack of Good Friend Here", "Home People Contact", "Homesickness", and "Family Separation".
16. Pearson Correlations between "Racial or Religious Discrimination", "Unfriendliness of Community People: and "Unfriendliness of American Students".

## FIGURE

1. The Distribution of Each Geographic Group.
2. The Distribution of Each Major School Area.

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Ms. Debbie Gerdes, Secretary of Educational Psychology and Guidance Department, for her helping in preparing the questionnaire.

Ms. Patricia F. Beaulieu, Secretary of International Student Services, for her help in sending and collecting the questionnaires.

## Foreign Student

Take a person, young and strong;  
plant him in a new world.

Different food, different clothes.

Different language.

Strange customs:

"God bless you" for sneezing,

"excuse me" for bumping into,

"Thank you" for this,

"Thank you" for that,

"I'm sorry," but not

really meaning any of it.

New acquaintances, superficial,

No brotherhood.

Meat at every meal,

Food abundant.

Coffee at breakfast,

Tea time forgotten.

Cakes, and cookies, even bread

store bought

mass produced.

Assembly lines for everything.

Large packages,

Neatly wrapped.

Even little things

have containers.

Paper bags, paper napkins,

paper plates, paper...

Disposable world

Use it, throw it away.

Extra, extra,

waste...

Even people.

By Lois E. Rentmeester  
Counselor, Pathfinders for Runaways  
Milwaukee, Wisconsin

## CHAPTER I

### INTRODUCTION

#### Background

A visible and significant subset of the student body of most major United States institutions of higher education is its international student population. This is seen as a favorable development by most educators. What better way to learn about the world in depth than to establish a truly cosmopolitan atmosphere in the College and University? Also what better way to promote international understanding exists than to provide mutual living and educational experiences to students of diverse cultures? When a student comes to the United States, he is typically attempting to obtain a good education, the quality of education that is not available to him at home. He comes to learn in the advanced educational system with the objective of returning home to share his new knowledge and benefit his homeland. He is also seeking to learn about another culture, another people, and to broaden his cultural scope. But the institution also benefits from the international students. The international atmosphere is, in itself, intellectually exhilarating. It provides the meat, the political controversy, and the cultural and intellectual exchange that stimulates academic departments like political science and international affairs. Further,

the international student also presents a new challenge to the institution, which must become acquainted with the special needs and problems of the international student.

"The social and intellectual life on the campuses receiving foreign students is stimulated, which in turn enriches the educational experience of the domestic students."<sup>1</sup> The exchange is, therefore, mutually beneficial.

Nevertheless problems have arisen. The international student who is often from a completely different culture has special needs and problems, a new language, conflicting social and moral values, different religion and currency, a feeling of alienation, new housing accommodations, and acute loneliness, to name just a few. The student from outside the United States has to make a tremendous adjustment to his new environment. "No matter how sincere and intelligent the foreign student, and no matter how prepared he and the college may be, the problems encountered are myraid."<sup>2</sup> The success of his adjustment can often affect his educational achievement and determine what impressions he will take with him when he returns to his home country.

Doubtlessly, at the very least, a given student's experience in the United States is shaped by his cultural background and norms, by his personality, which has developed within his cultural context, and by special situational factors at home and in the United States.

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<sup>1</sup>Grubel, H. G., & Scott, A. D. "The cost of U.S. College Student Exchange Programs." Journal of Human Resources, 1966, 81-98.

<sup>2</sup>Connolly, J. J. "International Students and the Two Year College." Journal College Journal, 1967, 37, 20.

For a better understanding of the adjustment problem of a international student, the following factors merit serious consideration.

### Cultural Factors

The international student's behavior and adaptation cannot be predicted or adequately evaluated without considering the frame of reference provided by his specific culture.<sup>3</sup> Culture plays an important role in defining the details of the role conflict and determines what is stressful. In other words, the cultures are involved only as they coexist and conflict within the individual's experience, and it is that person, private lived-life experience of the foreign student and the psychological processes involved in his leaving his home and adapting in a new culture that deserve our attention.

The stress of cultural shift has been discussed by the majority of clinicians. Akka<sup>4</sup> discussed the various cultural conflicts that are most likely to account for the foreign students' emotional problems. He listed verbal and nonverbal communication, family ties, academic problems, economic difficulties, and social behavior as some of the precipitating factors of the Middle Eastern students' mental breakdown. After studying the foreign students who visited the University

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<sup>3</sup>Klein, M. H. et. al. "The Foreign Student Adaptation Program: Social Experiences Of Asian Students in the U.S." International Educational and Cultural Exchange, 1971, 6, 77-90.

<sup>4</sup>Akka, R. I. "The Middle Eastern Student on the American Campus." Journal of American College Health Association, 1967, 15, 251-154.



Mental Health Clinic during a 3-year period,<sup>5</sup> found that more foreign students required psychiatric assistance than American students and their complaints were predominantly of a somatic nature. He indicated the different character of American culture, the academic pace of the University, and living at a distance from home as three major underlying problems. Zurin<sup>6</sup> in a report on eight students who developed severe psychotic reaction while in the United States, demonstrated a significant paranoid component in the majority of them. This information about foreign students has been drawn from case histories and studies of clinical populations. While this approach is adequate to identify the presence of a problem, it is hardly sufficient to understand the problem in depth.

### Situational Factors

Situational factors have a powerful influence on the student's adaptation and behavior in the United States.<sup>7</sup> More and more research shows that situational factors are important determinants of the foreign student adaptation. For example, the development of friendly ties with Americans is greatly facilitated, especially for those lacking in

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<sup>5</sup>Nickelly, A; Sugita, M. & Otis, J. "Adjustment and Mental Health Attitudes in Foreign Students." Mental Hygiene, 1964, 48, 463-467.

<sup>6</sup>Zurin, L. M. & Rubin, R. T. "Paranoid Psychotic Reactions in Foreign Students From Non-Western Countries." Journal of American College Health Association, 1967, 15, 220-226.

<sup>7</sup>Klein, M. H. Overview: Adaptations to New Cultural Environments. 1977 (ERIC Document Reproduction Service, No. Ed 142 650).

motivation to reach out, by certain kinds of living arrangements.<sup>8</sup> Situational variables of special importance in the international student's experience are the quality and role-expectations of parents, sponsors, and supporting agencies, career opportunities and specific openings, family events, and political trends both at home and abroad. Experiences in the United States are also deeply influenced by features of the particular educational institution attended (e.g., large vs. small, rural vs. urban, high prestige vs. low prestige). The compatibility of weather, food, attitudes, and behavior of faculty and fellow-students, opportunities for contact within the broader community, and the availability of fellow-nationals are essential determinants of the visitor's social life, health, and general sense of well-being. Therefore, as with cultural factors, situational factors must be considered in evaluating the quality of a given adaptation.

#### Role Conflict and Self-esteem

Role conflict and self-esteem are especially crucial in conceptualizing essential determinants of adaptation.<sup>9</sup> Role conflict refers to the degree of correspondence vs. dissimilarity between home and host values and expectations.

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<sup>8</sup>Ibid.

<sup>9</sup>Selltiz, Cook, S. W., Christ, J. R. & Havel, J. Attitudes and Social Relations of Foreign Students in the United States. Minneapolis: University of Minnesota Press, 1963.

Consistent with previous research, academic and social adjustment should be easier when role conflict is minimal and more difficult when role conflict is severe.<sup>10</sup>

Self-confidence and the self-esteem derived from recognition by significant figures in the environment are crucial predictors of adaptation. Meaningful cross-cultural contact involves the positive reinforcement of social skills and learning of new skills. Noninvolvement or resistance to contact results from negative experiences with host (real or imagined) in the service of esteem-maintenance.

#### Statement Of Problem

The impetus for the survey came from myself as one of the foreign students. I am very interested in identifying the current attitudes, needs and problem areas of international students on the campus, and the encouragement of the Foreign Student Advisor while I was doing the Student Personnel Work Practicum in International Student Services Office and the financial support of the Department of Educational Psychology and Guidance.

#### Purposes Of This Study

1. To explore the characteristics of the international students, their needs, for pre-registration information, study and library-use patterns, the living and leisure time patterns, career planning, financial conditions, participation

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<sup>10</sup>Selltiz, Cook, S. W., Christ, J. R. & Havel, J. Attitudes and Social Relations of Foreign Students in the United States. Minneapolis: University of Minnesota Press, 1963.

in activities, national associations, and the Host family program.

2. To determine the level of adjustment of international students in selected problem areas and to compare adjustment levels on the basis of geographic areas, sex, student's age and classification.

3. To determine the relationship between adjustment in selected areas and the time of having been in United States and at the Eastern Illinois University.

4. To define the extent to which international students used selected University services, activities and programs, and to compare the usage on the basis of student's geographic area, classification, sex or age.

It is hoped that the results of the study will be of interest and use to advisors, administrators, and faculty who work with international students in Eastern Illinois University.

#### Definition of Terms

In this study, "adjustment problems" refer to the problems of academic, person, or social nature experienced by international students in the United States. "International Students" refers to those students attending the Eastern Illinois University who have citizenship in a country other than the United States, that is, those individuals on "F", "J", or "H" visas as defined by the U.S. Immigration and Naturalization Service.

### Method

Although the author had extensive personal contact with these students, the primary method used was that of questionnaires. This method of collecting data was considered appropriate because the study purported to make a factual inquiry, not involving a probe into the emotions, feelings, and sentiments of the respondents, besides, it has several advantages over other research approaches, including objectivity and the age of developing numerical indices. Another advantage is that students could preserve a greater degree of anonymity than is possible with other methods. Disadvantages include the fact that responses are limited to those areas previously identified by the investigator as important and that self-report is subject to bias and lack of insight on the part of the respondent.

### Development of the Questionnaire

A questionnaire was developed to meet the needs of the study. Preliminary steps included: (1) review of the literature available on the subject, (2) personal interview of a number of international students, (3) contact with Dr. Richard F. Reiff, Office of International Student Affairs, University of Georgia, asking for the permission to use and revise the questionnaire which Dr. Reiff had used in his research at University of Georgia, and (4) discussion of the study with the author's academic advisor and the Foreign Student Advisor of Eastern Illinois University. The modified questionnaire (Appendix B) included three sections:

The first section contained items designed to compile information about their general personal, academic data, study patterns, extracurricular activities, eating, residential patterns (i.e., where and with whom they lived) and so on. The second section contained a list of special problems, and some items which related to the frequency of contact with people and their future career plans.

For each item contained in the area of contact with different people, students were asked to indicate one of the following levels of contact:

- 1 = Frequently
- 2 = Sometimes
- 3 = Seldom
- 4 = Never

In some data where analysis involved computation of a contact score, they were weighted by basing the following weightings: 0 = Never, 1 = Seldom, 2 = Sometimes, 3 = Frequently. They were further asked to indicate their degree of satisfaction using the following scale: 0 = unsatisfied, 1 = satisfied. The higher the mean scores, the more contact and satisfied were the people on that item.

Each of the above variables was compared on the bases of the student's classification (undergraduate or graduate), sex, and Geographic area from which student came. (countries used in each geographic area are shown in Table 1).

In the special problem section, students were asked to indicate one of the following levels of adjustment for each item:

- 4 = Not a problem
- 3 = Sometimes a problem
- 2 = Important problem
- 1 = Very important problem

Data analyses involved computation of an adjustment score. They were weighted oppositely as shown above and ranging from 1 to 4, (1 = Not a problem, 2 = Sometimes a problem, 3 = Important problem, 4 = Very important problem) with a higher score indicating a higher level of difficulty.

The third section was designed to obtain the respondent's means of support, participating in campus activities, use of university facilities (i.e., the International Center, and the International Student Services Office), and so on. The results of the total survey are available in Chapter III.

#### Selection of the Sample and Collection of the Data

A total of 141 international students (Male 105, Female 36) enrolled at Eastern Illinois University in the Spring of 1979 constituted the population for this study. The names and addresses of the students were obtained from the office of the Foreign Student Adviser. The questionnaire was mailed to the students, along with a cover letter (Appendix A) explaining the nature of the project and a self-addressed campus envelope, during the last week of March, 1979. Those who didn't respond to the initial inquiry or the two follow-up telephonings, each 2 weeks apart, were contacted by telephone again before the end of the Spring Semester. Questionnaires were completed by 25 of 36 female international students for a response rate of 69.44%, and were returned by 69 of 105 male international students for a response rate of

65.71%. The overall response rate was 66.66%, or 94 students of the total population. This is thought to be a very high return rate in view of the great mobility of this group, and the fact that the questionnaire was seven pages long, thus requiring a fair time investment by a respondent.

### Statistical Analysis

By means of SPSS,<sup>11</sup> Frequencies was used to compute the percentage of each response. Chi-Square ( $\chi^2$ ) analysis was performed to test the significant differences among some items on the demographic variables. And Pearson Correlation ( $r$ ) was used to determine the degree of the relationship between the items. For the contact and selected problem areas, One-Way analysis of variance ( $P < .05$ ) was conducted to determine if the weighted mean differed significantly. Duncan's new multiple-range tests ( $P < .05$ ) were used to determine which contrasting pairs of subjects had produced weighted mean that differed by more than the least significant difference.

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<sup>11</sup>Nie, Hull, Tenkins, Steinbrenner, & Bent, 1975. Statistical Package for the Social Sciences (SPSS), second edition.



## CHAPTER II

### THE NEEDS AND PROBLEMS OF INTERNATIONAL STUDENTS

Let us take a close look at some of these primary adjustment problems:

#### Language

Language is the basic tool for communication. When an international student comes into a new country, the first thing he needs to adjust is language. Especially, for those whose mother tongue is completely different from English they usually have more difficulty in speaking English. Therefore, new language demands pose a real problem to the international student. The language barrier often places the international student in an inferior position in intellectual discussions. The international students are often shy in making oral reports or participating in class discussion because of their language deficiency, accents, and a general sense of difference in the new environment. They are also not familiar with the American professor, especially in the initial stage of their education in this country. The fact of the matter that American professors and faculty members are not trained in sympathetic understanding, encouragement, and assistance skills often cause them to poorly advise international students. The worst is that owing to communication problems, the international students have difficulty

getting along with teachers. In this case, how can learning happen? The academic failure, which is all too possible for the international student, can have miserable consequences for him. It may be his first encounter with failure. It may mean a disgrace to family at home, and an investment wasted. Students who are academically suspended wrestle with feelings of remorse, inadequacy, and guilt. Some feel that they cannot go home to a family which sacrificed so much and which sustained so much hope for the student's success.

Further, the international student's "inferiority" might become the basis of relationships with others. Roommates feel comfortable giving instructions and guidance, but not relating on an equal give-and-take basis. These students are often highly competent and proud individuals, and to find themselves looked down upon by others is a difficult "egg to swallow". To find that this is the major basis for relating to others, for being close to others, is an overwhelming revelation that shatters the student's feelings of self-confidence.

#### Financial Arrangements

Money is a very big issue for the international students. According to the immigration laws, students are required to be fully funded before entering an American institution. However, currency exchange rates are not always stable, and inflation rates can quickly erode a student's savings. The cost of housing, education, and living can be more than he anticipated, and this, compiled with employment restrictions, often leaves a student in a financial crunch.

Personal problems, like being cut off from family funds, the funder finding he cannot support the college expenses any more, or the decreased earning potential due to new government restrictions on employment, complicates the money problems of international students.

The financial arrangements of foreign students are various from those who are fully supported by external sources, such as families or national or institutional scholarships to those individuals absolutely dependent on employment or assistant while in the United States. In Hendricks and Skinner's<sup>12</sup> research indicated that most students combine a variety of sources. However, there is a notable tendency for the entering foreign student to begin his or her stay externally supported, then stay over time, and progress towards being self-supporting.

The most frequently encountered modes of self-support include university assistantships, other on-campus employment, off-campus employment, and loans and grants from sources in the United States. As to off-campus employment, because of the varying employment restrictions on those having "F" or "J" visas, certain social factors channel foreign students into particular employment situations. Typically, such jobs involve few technical skills and tend to be manual and menial. There appears to be a number, although far from the majority, of students who work quietly without

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<sup>12</sup>Hendricks, G. L., & Skinner, K. A. "Economic and Social Coping Strategies of Foreign Students." Office for Student Affairs Research Bulletin (University of Minnesota), 1975, 15(23) (ERIC Document Reproduction Service No. Ed 107 198).

repercussions in violation of their visa restrictions.

### Career Planning and Job-hunting

The traditional assumption that foreign students return home following graduation no longer is correct. Instead, an increasing number choose to stay in the United States and enter the labor market. However, one of the first things many foreign students confront in the job-hunting process are citizenship exclusionary policies. The reasons employers utilize citizenship exclusionary policies are many and varied. Language problems, cultural problems, red tape involved in Labor Departments Certification, and security requirements for defense contractors are among the oft-cited reasons employers eliminate foreign students in the job-hunting process. Therefore, many of these students are searching for employment in the United States under the provisions of "Practical Training."

Salimi, L. and Lin, H. M.<sup>13</sup> investigated the international students of University of Florida concerning realistic career objectives and found that 83% of both male and female graduate students had realistic goals and 17% did not. Only 66% of the undergraduates possessed realistic career objectives. They also interviewed the international student concerning the knowledge about job requirements and employment opportunities in the United States or other countries and found that the majority of graduate students had already made concrete plans

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<sup>13</sup>Salimi, L., Lin, H. M. & Amateo, E. "Career Counseling and the Foreign Students." Journal of College Placement, 1977, 38(1), 30-31.

based on their awareness of the job market. In other words they knew where they wanted to be, and why they chose to be there. Many of the undergraduate students, however, demonstrated uncertainty as to what was "the best area of study" to consider. Obviously, many international students show a clear need for career counseling in identifying their abilities, special skills, and career options, job research, placement skills and communication problems due to language barriers.

### Social Status

The fact that the foreign students are members of an elite group and one in which status is probably very important causes one particularly acute problem. Foreign students might face the loss of status and esteem that comes from moving from home, where recognition and status were high, to the United States, when this specialness is at best only temporary and much too tied with the "foreigner" role. This status loss has been conceptualized as role shock.<sup>14</sup> It is especially acute when established professionals have to adopt what seems to them regressive student roles with personally threatening implications of ignorance and dependency. In addition the social status of being somehow different presents foreign students with a certain amount of ambiguity. On one hand, they are often not expected to understand what is going on within the university, are not expected to participate in all its facets, and are assumed to have

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<sup>14</sup>Higbee, "Role Shock - A New Concept." International Educational and Cultural Exchange, 1969, 71.

difficulty in managing within the university and within United States society in general. On the other hand, international students often are expected to understand things to the same degree that United States students do, are expected to participate adequately in all things that American students do, and are granted little recognition of their difficulties.

Coming as they do into a society other than their own, foreign students cannot be aware of all the accepted patterns of action, the relevant information, and the possible avenues for meeting needs that exist in the United States society. Foreign students, therefore, must be selective about what they need to know and about which social relationships to cultivate in order to function in their academic, legal, and financial situations. The individual foreign student tends to operate within a limited social field, which primarily includes people who play instrumental roles in the student's strategy for coping.

#### Cross-Cultural Contact

Although many student activities offices have responded to the social needs of international students by facilitating the formation of international student associations, and by using the international population as a unique resource for programming, the integration of the international student into the mainstream of the college population is the exception rather than the rule. It is true that despite the variety of views of international students Americans may have,

Americans have a common feeling that the international student is somehow different, a "they" and not a "we", which develops largely because of the lack of specific knowledge about the international student's cultural background. This is further complicated if the international student becomes discouraged and is unfamiliar with American customs. Different feelings about social distance, body distance, expression of emotion, depth of friendship, loyalty, and the amount of disclosure appropriate, can be confusing and disappointing; therefore, difficulty in friendship building often is a source of anxiety.

In addition, dating and mating behavior causes much personal discomfort. Questions about how aggressive a man should be, sexual limits, women's liberation, indices of affection, "picking up" or rejection behaviors are often compounded by the fact that these subjects are often taboo--extremely uncomfortable for the international student to discuss. Because of so many barriers to interaction many international students easily tend to seek isolation.

Furthermore, students from other countries find that they have to deal with prejudice - not only being prejudiced against, but carrying prejudices of their own. International students are not always well received by fellow students who find it is not worth their effort to befriend someone from another country. Impatience with customs and language may well work to isolate the student from his American peers. Additionally, however, because of the mixture of cultures found in America, Students often find themselves in close contact with students who were traditionally homeland rivals

or political enemies.

Also many international students complain of the American diet, especially for those who for religious, or other, reasons can not eat certain kinds of food. An example is Middle Eastern students who do not eat pork or beef, they often have food problem. Moghrabi<sup>15</sup> found that students, especially those who patronized the university cafeteria, expressed anxiety associated with their diets. Such anxiety with dietary difficulties appeared to have a significant relationship with the student's academic achievement.

In addition, those who bring wives and children incur a complexity of additional problems such as the wife's isolation due to her lack of ability to speak any English, and her confinement with very small children, shyness, insufficient finances and cross-cultural confusion. These problems, in turn, may have a severe effect on the student's academic performance and morale.

The student arrives hoping the opportunity afforded them will make this all worthwhile, but being tired, confused and homesick, they are not sure their decision was the right one. By the time they have developed insights and begin to work out their problems, it usually is the time they are going to graduate. This is another adjustment problem. It means re-entering his own homeland again which often raises questions about changes in the family, in the home town, and in oneself. It means looking for work. It means leaving friends and leaving a familiar student's life. It means dealing with possible desires to stay in the United States,



and it may mean building some unrealistic expectations of life back home. Doubtlessly, an international student since his arrival in United States till he leaves for home, and even after arrival in his hometown, he is vulnerable to different stresses at different stages and shows phases of attitude change.

These are the special needs of international students in special programs. The problems "...are not merely here to stay, but here to increase. This means they can no longer be dealt with on an ad-hoc basis."<sup>16</sup>

On the other hand, to an international student, this kind of time-limited adaptation and rapid behavioral change requires certain mediating capacities: tolerance of ambiguity, flexibility, willingness to experiment with the new, sensitivity to oneself and to social cues - especially to implicit assumptions and expectations in social situations, the ability to talk roles, and readiness to integrate changed behavior into personal value systems.<sup>17</sup>

These adaptational strengths are definitely enhanced by esteem and approval from significant figures in the environment, by the availability of positive interpersonal experiences, and by opportunities for continuing self-satisfying anchorage

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<sup>16</sup>National Association for Foreign Student Affairs. International Educational Exchange: The College, The University and the Student. Washington, D.C.: NAFSA, 1974.

<sup>17</sup>Kelman, H. C., "The Effects of Participation in a Foreign Specialists Seminar on Images of Host Country and the Professional Field." Journal of Applied Behavioral Science, 1965, 1, 149-166.

within the home culture. More transient stresses, such as political events, financial distress, health or family problems, may be important from time to time, but we would expect considerable individual variations in vulnerability to these stresses. That is, if the basic adaptive capacities are strong and supported by sojourn environment, the student will be better able to weather situational stresses.

Therefore, the student must learn to deal effectively with his problems and to reach constructive decisions. Essential to this learning process is the development of self-understanding and personal responsibility. In addition to offering its academic competence to foreign countries, accepting their students and their funds, the university must assume its responsibilities to effectively insure a sound and positive personal and educational experience for the international student toward the goal of being a self-directing individual in his new and unfamiliar environment. To this end, Forrest Moore in *The International Dimensions of the University -- The Years Ahead*<sup>18</sup> makes the following recommendations:

1. The university has the responsibility for making its facilities available to students from all countries of the world on an equal and impartial basis.

2. The university has the responsibility for insuring that American students understand the presence on the campus of students from many different lands and for seeing that American students become proficient in working with these students as partners in the educational venture.

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<sup>18</sup>Klopf, G. editor. "College Student Personnel Work in the Years Ahead." The American College Personnel Association, 1966.

3. The university has the responsibility for assisting the citizens of the community and the state-at-large to understand the role, the importance, and the purposes of the foreign students in their midst and for gaining acceptance of this group as an integral part of these communities.

4. The university has the responsibility for providing the means by which the foreign student's full potentialities can best be realized, from the provision of courses in which the student can quickly and efficiently learn English, to advisory and teaching services geared to effective changes in skills and knowledge that will be useful when the students return home.

5. The university has the responsibility for freeing the foreign student from the impositions on his time, money, and patience caused by legal restrictions, currency exchange problems, and worries about adequate housing and food.

6. The university has the responsibility for providing a period of transition at both extremes of the student's stay in the United States: for orientation to the educational system when he arrives and for realignment to the reality of his native situation -- understanding his motivations for return, the method of approach for inducing acculturation -- at the time he is about to return to his home country.

7. The university has the responsibility for establishing a system of counseling and record keeping that will provide the materials for research which will in turn lead to continuous improvement in methods of working with foreign students.

8. The university has the responsibility for coordinating its program for foreign students so as to make the most effective use in its own teaching and activity programs of the skills and abilities of foreign students.

Evaluation is a beginning, not an end. The prime purpose of evaluation is to indicate what we should do in the future, not what we should have done in the past. There can not really worthwhile evaluation unless it is used as a basis for improving the present services.<sup>19</sup>

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<sup>19</sup>Hatch, R. N. & Steffle, R. Administration of Guidance Services, Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

The student himself -- what he is, what he is doing, how he feels -- is the best evaluation. His performance and his behavior are the ultimate criteria which can lead to re-programming of objectives to meet the demonstrated needs. Therefore, a better understanding of the international students could help the university to plan meaningful programs and activities that not only can continue their successful adaptation and functioning, can facilitate the student's educational experience during his sojourn at the university, but also can provide more effective services to meet the international student's special needs.

Numerous studies have been conducted during the last decade on several campus to identify the problems of international students and to discover measures to ameliorate them. Most of these studies have used surveys to investigate the problems of international students in general and have found lack of English proficiency and lack of adequate financial resources to be among the top-ranking problems.

Using the Michigan International Student Problem Inventory, a study of 416 international students enrolled in public institutions of higher education in Florida<sup>20</sup> found that at least half of the Junior College students had problems with financial aid and the English language; at least half of the university students had problems with financial aid, academic advising and records, and admissions.

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<sup>20</sup>Breuder, R. L. A Statewide Study: Identify Problems of International Students Enrolled in Public Community Junior Colleges in Florida. Gainesville, FL: Center for State and Regional Leadership, Florida State University and University of Georgia, 1972.

A study at the University of Rochester<sup>21</sup> sought indepth information from a small sample of 22 international students, using questionnaires, interviews, and informal discussion. Lack of English Proficiency was found to be the major problem in adjusting to academic life.

Sharma<sup>22</sup> surveyed one-half of the 748 non-European international students at Duke University and three campuses of the University of North Carolina. Academic, social and personal problems were assessed in terms of adjustment difficulty and duration. Difficulties in understanding lectures, participating in class discussions and preparing oral and written reports, all language - related, were the most serious academic problems, other problems concerned homesickness, housing, funds, food, and companionship with the opposite sex. Long-term social problems included learning American social customs, making friends, and being accepted by social groups.

Using attitudinal and demographic questionnaire, Gaither and Griffin<sup>23</sup> found that English proficiency was the single most important problem for University of Tennessee international students (60%), followed closely by finances (55%). Using the same data, Johnson reached different

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<sup>21</sup>Rising, M. N., & Copp, B. M. Adjustment Experiences of Nonimmigrant Foreign Students at the University of Rochester, 1967-68. Rochester, N.Y.: University of Rochester, 1968.

<sup>22</sup>Sharma, S. "A Study of Identify and Analyze Adjustment Problems Experienced by Foreign Non-European Graduate Students Enrolled in Selected Universities in the State of North Carolina." California Journal of Educational Research, 1973, 135-146.

<sup>23</sup>Gaither, G.G., & Griffin, A.C. The International Student at the University of Tennessee. Knoxville: Univ. of Tennessee, Office of Institutional Research, 1971.

conclusions.<sup>24</sup> A four-choice response was available for each item: "very important problem," "important program," "sometimes a problem," and "not a problem." Since a relatively small percentage indicated English proficiency as "very important," and since the response for both finances and language did not differ greatly from those of domestic students, he agreed with Walton<sup>25</sup> that the foreign student must be approached as "more student than foreign". It must be noted, however, that in the questionnaire given to domestic students, the item "English language proficiency" was changed to read "ability to communicate effectively".

Some studies investigating not only the problems of international students in general but also of particular national groups have found that although international students do have some problems in common, they also have problems peculiar to their own national groups. Using a modified form of the questionnaire developed by Gaither and Griffin (1971), Reiff<sup>26</sup> surveyed a large sample (N = 367) of the international students at the University of Georgia. He found that more than half of the total sample identified English proficiency and finances as problems,

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<sup>24</sup>Johnson, D.C. "Problems of Foreign Students." International Educational and Cultural Exchange, 1971, 7, 61-68.

<sup>25</sup>Walton, B. Foreign Student Exchange in Perspective. Department of State Publication 8373. Washington, D.C.: Government Printing Office, 1968.

<sup>26</sup>Reiff, R. University of Georgia Students From Outside the United States. Unpublished Manuscript, 1972, Office of International Student Affairs, University of Georgia, Athens, Georgia.

also found that the Chinese most frequently noted English as a problem, while the Indians most frequently noted finances and dating.

Using a modified version of Reiff's questionnaire (1972), Guglielmino and Perkins<sup>27</sup> surveyed 210 international students at the University of Georgia, and found the top five problems most often noted by the Chinese were, in order, (a) English proficiency, (b) racial or religious discrimination, (c) homesickness, (d) separation from family in the home country, and (e) unfriendliness of people from the community. The Indians most often indicated, in order, (a) finances, (b) dating, (c) separation from family, (d) homesickness, and (3) housing. For other respondents, the five top problems in order were, (a) finances, (b) lack of good friends, (c) English proficiency, (d) homesickness, and (e) separation from family. Perkins, C., Perkins, M., Guglielmino and Reiff (1976) investigated significant differences among the groups on particular demographic and social interaction variables. They again found that the Chinese rated English proficiency as significantly more of a problem than did the other respondents and the Indians. And the Indians and the other respondents rated racial or religious discrimination and the unfriendliness of people from the community as significantly more problem than did the Chinese. In general, the

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<sup>27</sup>Guglielmino, L., & Perkins, C. Problems of International Students Attending the University of Georgia. Unpublished Manuscript, 1975, Office of International Student Affairs, University of Georgia, Athens, Georgia.

international students have problems in common and also problems peculiar to their national groups.

Additional studies have focused on identifying the problems of particular national groups. Using questionnaires and adaptive capacity scales on the Minnesota Multiphasic Personality Inventory, Klein and associates (1971) found that the great disparity between cultural life-styles caused Asian students at the University of Wisconsin particular difficulty, with social isolation (often self-imposed) a major problem. Jarrahi-Zadeh and Eichman (1970) surveyed Middle-Eastern students at the University of North Carolina and found that their primary problem tended to involve social adaptation with finances an often-noted problem also.

The findings of these studies are quite interesting and illuminating, but because the problems faced by various students on any one campus are probably more similar than those encountered by foreign students on different campuses. Consequently the present study was considered.



## CHAPTER III

### FINDINGS

#### Characteristics of the Group

Of those that responded, Africans (29.8%) and Orientals (25.5%) were the two largest ethnic groups. (Figure 1) Overall, approximately 73% students were male, and slightly less than three-fourths of all the students (79%) were married. In terms of age, 63% of the students were under 25 years old.

There were more undergraduate students (57.4%) than graduate students (42.6%). Both of the School of Business and School of Arts and Science enroll more than a third of the students. Those departments enrolling the largest number of students were Management, Accounting, Finance, Zoology, and Technology (Table 2 and Figure 2). Since many of the students come from industrialized and commercialized countries, the concentration of students in these fields was what one might have expected. Another factor, was the size and reputation of the particular departments.

In spite of the many problems he had to overcome, most of the international students enjoyed a high degree of academic success. Over one half (57.4%) of the students had above a 3.00 grade point average.

The majority of international students had been in

the United States for less than two years, the same at Eastern Illinois University (Table 3).

### Pre-Registration Information

The majority of the students, no significant difference between the geographic areas, sex, age or classification, indicated they would like to have received more information about the University prior to coming to the United States. The information wanted included information about registration, academic programs, grading system, campus life, housing, living expenses, part-time job availability, climate and so on which might have been included in the university bulletin. Most of the student (62%) did not attend the orientation held by the International Student Services Offices, however, almost all of those who did attend the orientation think that the orientation program was helpful to them. Although there was no significant difference between those attending the orientation and those participating in campus activities, there was a significant tendency that most of the students who did not belong to any campus organization did not attend the orientation ( $\chi^2 = 17.5575$ ,  $p < .01$ ).

Strangely, only slightly more than one-third (38%) of the students, no significant difference between their nationalities, sex, age, and classification, felt that a special orientation program would have been helpful to them. Besides, they indicated that more information concerning the housing Charleston, the attitude of townspeople

toward the international students, historical, geographic information and service facilities of Charleston, university facilities and so would have been beneficial since Charleston and Eastern Illinois University was to be their new environment.

#### Studying and Using the Library Facilities Pattern

The places that international students usually study were their apartments or rooms (32%), school library (29%) or study in two or more different places (22%). There was no significant difference between their nationalities and classification. Only one-fourth of students used the campus library facilities every day, and a slightly less than one-third of the students use the library three to four times a week. No significant difference between their nationalities and classification either.

The majority (72%) of the students thought that the library facilities were adequate for their different major's needs, there was a significant tendency ( $\chi^2 = 4.28020$ ,  $p < .05$ ) that most of the graduate students thought the library facilities were inadequate. Overall, the students indicated that some of the books, materials and information in the library were out-of-date or missing, also there was a lack of materials in some specific fields, such as ethnomusicology.

#### Living and Leisure Time Patterns

While there was no significant difference between the sex of the students in choosing the place and people to live with, there were significant differences on both the living

place ( $\chi^2 = 56.82636$ ,  $P < .001$ ) and the people to live with ( $\chi^2 = 38.50054$ ,  $P < .05$ ). If based on the geographic areas, the Oriental students tended to live with friends from their country in rooms off-campus. Southeast Asian students preferred to live in a dormitory with American students. The rest of four geographic groups tended to live in apartments off-campus; however, most of the African students were married and lived with their spouse. Students from Europe, Canada and Australia chose to live with American students; Middle East students lived either by themselves or with a student of their nationality. South American students also tended to live with friends from their country.

Although most of the students did not choose specific people to have leisure time together (35.1%), there was a slight tendency that they usually relax with people from their own countries or American students rather than students from other countries (Table 4). There was no significant difference in the students who had visited in the homes of faculty members and those who visited the homes of people not associated with the university or those who visited the homes of his fellow students or American friends. However, there was a significant tendency ( $\chi^2 = 46.31843$ ,  $P < .01$ ) that those who often visited the homes of people not associated with the university more often, vice versa.

In addition, based on the geographic areas, there were significant differences in the students who had visited the faculty member's home ( $\chi^2 = 45.01489$ ,  $P < .01$ ) and with those who visited his fellow student or American friend's home

( $\chi^2 = 44.15684$ ,  $P < .05$ ). In general, Southeast Asian and African students visited the faculty member's home less, yet African and European, Canadian, Australian students visited their fellow students or American friends' home more often than other groups.

Overall, approximately a third of the students had never been in the home of an American family (Table 5). Most of the students who had not been in an American home indicated they would like to have had this experience. It is difficult to ascertain the positive value a home visit has in promoting international understanding. If a third of the students are not having this opportunity, it should be good to do things to engender an interest in this kind of activity.

A larger number of international students eat in local off-campus restaurants than restaurants on the campus. The reason given most often for eating off-campus was that it was less expensive. Many students cooked their food at home because they could prepare the food in the manner of their cultural preferences, and it was usually less expensive. They ate out if they wanted to save time or were tired of cooking.

Contrasted to those students who lived in the Dormitory where three meals were provided, those students who lived in a private room or apartment off-campus significantly tended to eat in local restaurants more often ( $\chi^2 = 32.52846$ ,  $P < .01$ ). Based on geographic areas, the Oriental, Southeast African students significantly ate in restaurants on the

campus more often than other groups ( $\chi^2 = 28.43243$ ,  $P < .05$ ). There were no significant differences in their preference of eating out more often with the frequency of having eaten in the restaurant on or off campus, neither with the places they live. Yet there was a nearly significant tendency ( $\chi^2 = 3.70506$ ,  $P = .00543$ ) that those who did not like to eat more often in the local restaurant, they did not like to eat more often on campus either.

Approximately a third of the students (35.1%) went to local movies three or more times by March of this year, and more than one-half of the students (54.3%) indicated that they would have liked to watch local movies more often. Especially, those who watched movies significantly more times would have liked to watch even more often ( $\chi^2 = 10.89169$ ,  $P < .05$ ).

Some of the community facilities, services, and businesses that are most often used by the international students were banks, post office, supermarkets, and gas stations. About 79% of students felt the service personnel in Charleston were courteous and interested in them. There were no significant differences on both of geographic areas and sex; however, lack of ability to communicate and cultural differences may have caused some misunderstanding.

### Career Plans

Most of the students (67%) indicated that they had made future plans before they came to the United States for study. And there were no significant differences in terms of geographic areas, major areas, sex, or classification;

however, those student over 25 years old significantly tended to have made career plans more than those students under 25 ( $\chi^2 = 4.81084$ ,  $P < .05$ ).

The majority of the students (93.6%) thought that their major fields would help their future career development, there was no significant difference among the major fields.

About a third of the students (33%) indicated that they would continue study after graduation from Eastern Illinois University, and 30% of the students said they had not yet decided. There was no significant difference, when this was compared with different geographic areas of sex. Nevertheless, when compared with classification, there was a significant tendency ( $\chi^2 = 16.10578$ ,  $P < .05$ ) that the majority of undergraduate students chose to continue study or had not decided yet. This is understandable, since for graduate students the Master Degree might be their terminal degree and they might have their plans made for after graduation.

More than a third of the students frequently thought about what they are going to do after graduation, and there was no significant difference whether they had make career plans or not.

The international students indicated that they were most used to talking to their friends about their post graduation plans, parents and department advisor were next. Only very few students talked to the Foreign Student Advisor, or sought help from the Career Planning and Placement Office or Counseling and Testing Center (Table 7). A student even

indicated that he doesn't enjoy talking to professionals. And five students said they didn't know whom to talk to.

### Finances

The ability to get along financially emerged as one of the problems for the international students. Not including tuition, 37 percent of the students spent from \$100.00 to \$200.00 per month, and 38% of the students spent from \$200.00 to \$300.00 per month. There was no significant different in terms of sex or marital status. There was a significant relationship ( $r = -.1747$ ,  $P = .05$ ) that the less money they spent, the less it adequately met their needs. The Oriental students significantly more than any other group felt satisfied with their financial situation ( $\chi^2 = 16.99250$ ,  $P < .01$ ), yet the African students indicated less affluence in terms of expenditures. Overall, about a third of the students felt that their financial resources were not sufficient to meet their needs. Over half received some financial support from Eastern Illinois University. This support was in the form of Graduate Assistantships or International Student Scholarship (Table 6).

Employment, part-time or full-time, was something of a legal problem for many international students who wished to supplement their income in this country. All international students must receive Immigration and Naturalization Service (I and NS) permission to accept off-campus employment. Such permission was difficult to obtain until the non-resident alien had been in this country at least one year. However,



they were allowed intra-campus employment such as Assistantships, and the like, without government permission.

Further, the wife of a person on a student status (F-1) can never work. Another factor that often increased the financial problems of international students was exchange rates and regulations. Many students found it very difficult to get money out of their countries. For these reasons it was often disastrous when a student's financial support was reduced or terminated. There was often no place he can turn for help.

#### Participation in Activities

The campus mediums were considered to be available to oblivate social needs of international as well as domestic students. Most of the international students (62.8%) indicated that they participated in planned campus activities sometime or frequently. There was no significant difference between whether he lived on or off-campus and how often they participated in campus activities, neither between how long he has been at Eastern Illinois University and the frequency of participating in campus activities. Some of the planned campus activities that were most often frequented by the international students were movies, athletic events, concerts and special seminars. Nevertheless, the majority of the students did not belong to any campus or off-campus organizations.

Approximately 68 percent of the students knew the purposes and activities of the Association of International

Students (AIS). There was a significant tendency ( $\chi^2 = 6.11338$ ,  $P < .001$ ) that those who knew the purposes of AIS more often participated in the activities of AIS. However, among the majority of the students (73.4%) who believed the AIS served a useful function, there was no significant difference with the frequency of their participation, although those who knew the purpose of AIS, also believed it served a useful function and vice versa, yielding a Chi-Square of 6.11338 ( $P < .05$ ). In general, male students more often participated in the activities of AIS than female students, yielding a Chi-Square of 8.07956 ( $P < .05$ ). Twenty-one percent of the students\* never participated in the activities. Since many were working and had to spend a great deal of time studying, they often did not feel they could take the time for such functions. Usually the activities of AIS were on Saturday, which did not seem to be a convenient time for many of the students.

Another activity designed to promote international understanding and cultural exchange was the International Tea which was held once a month on campus. The primary purpose of the Tea party was to give students from outside the United States an opportunity to meet people from other countries, American students, faculty, and people from the Charleston community on an information basis where they could exchange ideas and develop friendships. The funds for the tea, coffee or punch and cookies or other snacks were sponsored and provided by different social, civic, or religious organizations in the community which also served as

the hosts for the Tea party.

Although the Tea party was advertised through the campus newspapers and the newsletter, the initial interest from the American students and people from the community was sort of disappointing.

A larger number of international students (90.2%) felt that the International Tea served a useful function, and there was no significant difference on geographic area, sex or classification. Yet, seventy three percent had attended the Tea party. Of the, the Southeast Asian students had higher attendance than other geographic groups, and African students were in the next place, of which yielding a Chi-Square of 16.48145 ( $P < .01$ ). Overall, there was a significant tendency that those who often participated in campus activities, also attend the International Tea more often ( $\chi^2 = 24.68224$ ,  $P < .001$ ).

The majority of the students indicated that they seldom or never used the International Center. Since the International Center has primarily served as a residence hall for three international students living there, and as meeting place, though few meetings had been held, it is understandable that few students used it.

The majority of the students strongly supported change in the existing facilities of International Center. Little difference was indicated concerning the preference of improving the Center. A summary from the suggestions was that it would best to have a new building for the International Center, or at least have the old Center furnished. The Center was designed as the place for exchanging culture

and relaxing, so it should have been open to all the students. The functions of the Center should provide for (a) social activities, (2) meetings, (3) a leisure room, (4) an Office for AIS, (5) an exhibition room where the articles, information of different culture could be exhibited, and (6) as a residence hall, of which a few rooms should be reserved for new coming students or students in a crisis situation, such as having difficulty of finding a living place, or when their dormitory closes for the breaks. Apparently, the international students have their ideas of what their International Center should be and they feel the old Center really needs to be rebuilt.

Among the university offices, the International Student Services Office has the closest relationship with international students; however, 37.3 percent of students rarely or have never visited the office. Based on classification, there was a significant tendency ( $\chi^2 = 9.83140$ ,  $P < .05$ ) that undergraduate students visited the office more often than graduates.

Some of the services of the International Students Office that were most often used by the international students were immigration counseling, financial aid or advice, collecting mail, or just to talk. Only two students reported visiting the Office for getting advice on employment. It seems that an effort should be made to obtain the trust from the international students on some of the services which were concerned with personal privacy. (Table 8)

#### National Associations

There were three national associations on the Eastern

Illinois University campus. Among them maybe one was strong with planned social activities while others were loosely organized with almost no activity. The primary purpose of most of the Associations was to plan social functions for the people of their own nationality and to share their culture with other individuals and groups.

More than half of the international students (55.3%) belong to a national association. Since there were only three national associations on campus most of Oriental students belonged to the Chinese Student Association, most of South-east Asian students belonged to the Muslum Association, and most of the African students belong to Wana-Fumzi Afri-Jamaa Association; so, there was a significant difference on the geographic areas and the national associations ( $\chi^2 = 41.69171$ ,  $P < .001$ ). Generally, it would seem that the strength of the association and the percentage of participation was directly proportionate to the number of students of the ethnic group and the cultural differences with the United States.

#### Host Family Program

The Host Family Program could give the student from abroad an opportunity of becoming better acquainted with the American way of life. Originally, the International Student Services Office did provide this program, however, since most of the international students had not heard of it or lacked enthusiasm though they knew it, it was stopped.

Of those student who had a host family (20%), most indicated they saw them frequently. More then half of the students

(58.5%) indicated that they would like to have the Host Family program. As to how to be placed, most of the students indicated they would like to either select from a Host Family list by themselves, or be assigned by the International Student Services Office. It does suggest that the Office should strengthen the program and make it more effective.

A minor irritant was discovered when internationals were queried about name preference. As a group, the label "Internationals" was strongly preferred (59.57%), to "foreign student" (29.79%), "overseas students" (8.51%) or some "other" (6.38%) connotation. Few students indicated that they didn't mind whatever they were called. Interestingly enough, a perusal of the literature, admittedly subjective, failed to uncover more than a few instances where the term "international student" was applied. The pattern was almost always one in which the terminology was "international education" and "foreign student". In a more explicit context, this name preference should be given consideration in all future correspondence with the international students.

#### Social and Personal Contact

Through the years an increasing number of colleges and universities have sought ways to insure a better integration of the internationals with their foreign environment. Success in promoting integration has been dependent upon the amount and quality of interpersonal contact taking place between both American and international students.

Comparison of contact with different people on the basis of geographic areas, student classification, age and sex is shown in Table 9. Mean contact scores as described in the previous section are presented. By means of an T-test on weighted mean, there were a significant differences (S.D. = .979, df = 87,  $P < .001$ ) between the contact with American and other foreigners, and between the contact with people from their own nationality and other foreigners (S.D. = .968, df = 87,  $P < .001$ ). Obviously, there is a significant tendency that the international students more often have contact with people from their own countries and Americans rather than other foreigners.

More specifically, one-way analysis of variance followed by Duncan's new multiple-range test (Table 10) revealed significant differences between the Oriental, African students and South American students on contacting their own countries people. The Oriental and African students were the two largest of the international students groups, on the contacting, the students from South America were the smallest group, even some of the students were the only one from his country. So, it is understandable that students from South America were less able to see or have contact with people of their own nationality than students from the Orient and Africa. However, overall, there was no significant difference on the basis of the geographic areas with contact with people from their own countries ( $F = 1.669$ ,  $P < .05$ ). There was no significant difference on contact with Americans based on geographic area either ( $F = 1.155$ ,

$P < .05$ ). Nevertheless, the ANOVA Duncan's Multiple Range Test revealed a significant difference between Oriental students and the students from Europe, Canada and Australia on the contact with other foreigners, although there was no significant difference overall.

On the basis of classification, the ANOVA Duncan's Multiple Range Test revealed the graduate students, significantly more often, had contact with their own country's people ( $F = 4.889$ ,  $P < .05$ ), however, undergraduate students significantly more often had contact with Americans ( $F = 5.222$ ,  $P < .05$ ).

In terms of age, the ANOVA Duncan's Multiple Range Test revealed that those students who were over 25 years old significantly more often had contact with their own country's people ( $F = 5.448$ ,  $P < .05$ ) than the students under 25 years old. Conversely, the students under 25 years old more often had contact with Americans ( $F = 6.532$ ,  $P < .05$ ) than older students.

Base on sex, neither of the three dependent variables was found to be significant on ANOVA Duncan's Multiple Range Test.

The degree of satisfaction that the international students experienced on the amount of contact with either their own country's people or Americans or other foreigner was analyzed. The ANOVA Duncan's Multiple Range Test revealed there was no significant difference on the basis of geographic areas, classification, age and sex, except there was a significant difference that female students were less satisfied with the amount of contact with people from their own



country than males ( $F = 4.865$ ,  $P < .05$ ). Furthermore, when the relationship between the amount of contact with each category of people and the degree of satisfaction was compared by Pearson Correlation there was no significant relationship between the amount of contact with Americans or other foreigners and their satisfaction. There was a significant and positive relationship between the contact with their own nationalities people and the degree of satisfaction ( $r = .4040$ ,  $P < .01$ ). It is understandable that no matter how many Americans or other foreigners are seen it is no better than seeing only one person from his/her own country when he/she is homesick.

In terms of personal contact (e.g., study together, discuss personal problems or interests with), slightly more than a third (35.1%) of the students indicated that they personally had come into contact with seven or more international students last semester. There was no significant difference based on geographic areas, yet there was a significant tendency that most of male students personally came into contact with more international students than female ( $\chi^2 = 12.17155$ ,  $P < .01$ ). Over a half (52.1%) of international students indicated that they personally came into contact with seven or more American students. There was no significant difference based on geographic areas or sex.

When the frequency of contact with other foreigners and the number of foreigners personally contacted were compared there was a significant difference between the percentage distribution for each group ( $\chi^2 = 34.18406$ ,  $P = .001$ ), which

indicated that those who more often had contact with other foreigners tended to personally have contact with more foreigners. The difference between the frequency of contact with Americans and the number of American students were personally contacted also appeared to be significant ( $\chi^2 = 26.45819$ ,  $P < .01$ ).

### Selected Problem Areas of Adjustment

Table 11 and 12 shows difficulties for all international students combined. Climate was the most difficult area, with most students reporting that it is an important or very important problem, which also yielded the highest adjustment mean scores (2.16). The next most problematic areas were finance, family separation, obtaining housing, homesickness, and English language. Generally speaking, most international students had some difficulty with almost all of the problem areas, but the level of difficulty is not extremely high.

Comparison of adjustment to each area on the basis of student classification, geographic, sex and age is shown in Table 12. Mean adjustment scores, as described in the previous section, are presented. The F ratio and the significance which were attained by using One-Way analyses of Variance followed by Duncan's Multiple Range Test ( $P < .05$ ) are presented too (Table 13).

Graduate students reported significantly greater levels of difficulty than did undergraduate students only in English ( $F = 9.307$ ,  $P < .01$ ).

Comparison of adjustment scores on basis of geographic area resulted in a significant difference in the following areas:

- English language proficiency
- Educational preparation
- Racial or religious discrimination
- Teacher difficulty
- Housing problem
- Climate

For the English proficiency, students from the Orient reported the greatest difficulty, while those from Europe, Canada and Australia reported the least difficulty ( $F = 18.105$ ,  $P = .001$ ). Students from the Orient reported the higher levels of importance on educational preparation, while lower levels were again reported by students from Europe, Canada and Australia ( $F = 4.342$ ,  $P = .001$ ). For racial or religious discrimination, African students reported a high level of difficulty compared to lower levels for all other groups ( $F = 6.213$ ,  $P = .001$ ). Students from Southeast Asia reported high levels of difficulty in getting along with teachers, while low levels were reported by those from Europe, Canada and Australia ( $F = 3.072$ ,  $P < .05$ ). For obtaining housing, students from Africa and Southeast Asia reported the highest levels of difficulty, while those from Europe, Canada and Australia again reported the least level of difficulty ( $F = 2.731$ ,  $P < .05$ ). Students from the Orient, Europe, Canada and Australia reported low levels of difficulty in adjusting the climate, while higher levels of difficulty were reported by students from Africa ( $F = 3.560$ ,  $P < .01$ ).

Although overall there were no significant differences on

unfriendliness in community and family separation, however, the Duncan's Multiple Range Test also revealed that students from Africa have significantly higher levels of difficulty in unfriendliness from the community than those students from the Middle East. Students from Africa also showed significantly high levels of difficulty in separating from their family than the students from the Orient.

Comparison of adjustment scores on the basis of sex resulted in a significant difference in the following areas:

English language proficiency  
Educational preparation  
Dating

For English proficiency, Duncan's Multiple Range Test revealed that female students had significantly higher levels of difficulty than males ( $F = 12.633$ ,  $P = .001$ ). Female students also reported significantly higher levels of importance on educational preparation than males ( $F = 6.324$ ,  $P < .05$ ). For dating, male students reported having difficulty significantly higher than females ( $F = 4.095$ ,  $P < .05$ ).

In addition, students who were over 25 years old reported significantly higher levels of English language difficulty than those students under 25 ( $F = 4.455$ ,  $P < .05$ ).

Another comparison that can be made from Table 12 is to determine the greatest problem area for students from each classification, age, geographic area, and sex. There are shown below:

<u>Classification</u>	<u>Problem Area</u>
Undergraduate students	Finance Climate
Graduate students	English language proficiency Climate Finance

<u>Geographic Area</u>	<u>Problem Area</u>
Orient	English Language proficiency Educational preparation
Southeast Asia	Finance Housing Teacher difficulty
Africa	Climate Racial or religious discrimination Finance Family separation Housing
Europe/Canada/Australia	Finance
Middle East	Climate Finance
South America	Homesickness Food Climate

Sex

Male	Climate Finance
Female	English language proficiency Educational preparation

Age

Under 25	Finance Climate
Over 25	Climate English proficiency

Time In Environment And Adjustment

A final indication from Table 12 is that Southeast Asian students have the greatest overall level of difficulty, African students are next, while students from Europe, Canada and Australia reported the lowest level.

In order to identify the degree of relationship between the adjustment levels of each problem area and the length of time that the international students have been in the

United States and at the Eastern Illinois University, Pearson's Correlation was used to compare the mean scores of these two pairs of variables. The Correlation Coefficient ( $r$ ) and the significance of each problem area on both "time in U.S." and "time at EIU" are presented in Table 14.

The following areas were found to be significantly correlated with the length of time at Eastern Illinois University: English proficiency ( $r = -.3365$ ,  $P = .001$ ), racial or religious discrimination ( $r = .2427$ ,  $P < .05$ ), dating ( $r = .2298$ ,  $P < .05$ ) and housing problem ( $r = .2217$ ,  $P < .05$ ). The English proficiency had a negative relationship with time factory, others had a positive relationship. It is reasonable that the longer the students were at Eastern Illinois University, the better their English speaking. The adjustment areas found to be significant, correlated with the length of time in the United States, were as follows: English proficiency ( $r = -.3732$ ,  $P = .001$ ), Educational preparation ( $r = -.1751$ ,  $P < .05$ ), racial or religious discrimination ( $r = .1756$ ,  $P < .05$ ), dating ( $r = .2003$ ,  $P < .05$ ), housing problem ( $r = .2070$ ,  $P < .05$ ) and Climate ( $r = .1910$ ,  $P < .05$ ). English proficiency and educational preparation had a negative relationship with the time in the United States others have a positive relationship. These results indicated that the longer the students have been in United States, the less difficulty in their English language and educational preparation.

The Pearson Correlation also was conducted to determine the inter correlationship among these adjustment areas. There

was a very significant intercorrelation among "lack of good friends here", "home people contact", "homesickness", and "family-separation" (Table 15). Besides, "lack of good friends here" also was significantly positively correlated with "dating" ( $r = .5140$ ,  $P < .001$ ). Another very significant intercorrelation was found among "racial or religious discrimination", "unfriendliness of community people", and "unfriendliness of American students". (Table 16). Discrimination of racial or religious also appeared to be very significantly correlated with the housing problem ( $r = .4453$ ,  $P < .001$ ). Further, both the difficulty in "getting along with teachers" and "unfriendliness of American students" were significantly positively correlated with English proficiency ( $r = .2197$ ,  $P .05$ ;  $r = .5804$ ,  $P .001$ , respectively). Understandably, the poor communication skill affected the relationship with people.

## CHAPTER IV

### DISCUSSION AND CONCLUSION

This study has explored the characteristics of the international students, their needs for pre-registration information, the study and library-use patterns, the living and leisure time patterns, career planning, financial conditions, the participation in activities, national associations and the host family program. This study has identified the adjustment are in which international students report the greatest level of difficulty. Those problem areas have been further identified as they related to student classification, sex, age, and geographic area of the student and the correlations with the time factor was computed too.

Although the respondents represented a heterogeneous groups, they represented the majority and hopefully, gave insight as to the special needs of all international students. Many of the findings were consistent with those of a similar study conducted at different campuses, including the University of Georgia and North Carolina State University. This suggests that the findings are not very unique to the international students on this campus, but are common to other campuses.

Approximately three out of four of the respondents were male, and more than a half of the respondents were under-



graduates. Overall, more than a half of the students had over a 3.0 grade point average. In general, the respondents were serious students who spent a great deal of time studying and had little time for leisure activities.

A majority of the students had financial problems, though 40 percent of the students were employed and over two third of the students had an assistantship or scholarship to help pay for their education. Half of the students had money deposited before he arrived in the United States yet most of them indicated that the money was helpful only for a short time. One fifth of the students did not have money deposited prior. Officially, the international student had assured the United States government that he or she had adequate financial resources for the proposed period of study. In fact, there was a wide range of international student's experiences in making applications and in meeting demands for evidence of financial support (everything from no evidence to cash on deposit). Further, the need (either actual or perceived) for self-support through remunerative employment usually became great after the first years in the United States. Finances problems reflected little support from their family, unrealistic estimates of cost, unfounded expectations about available American resources, changes in family fortunes, expectations to send money home to families, inflationary factors all which caused the financial self-sufficiency plan to become more difficult. Both the amount of money spent per month and whether the student was employed was found to be of no significant

difference with their ability to get along financially. Conversely, whether the money they spent per month could adequately meet their needs or not, it was found to have a significant difference with their ability to get along financially ( $\chi^2 = 15.75635$ ,  $P < .01$ ). The results indicated that no matter how little money the student spent, or how large amount of money he spent, if he felt that the money couldn't adequately meet his needs, he still felt that he couldn't get along financially. Finance was a very common problem among the international students, and it needs to be further studied both on this campus and others.

Although the majority of the international students were in frequent contact with American students, and participated in on-campus activities, on the opposite end of the spectrum, more than a third of the students were still not fully participating in American campus life. Also, the level of international participation in organizations on and/or off-campus was low. The result appeared to be a sizeable contingent of internationals who remained socially insular. International students with low income levels sought entertainment of a nominal or low-cost variety on the campus where meager financial resources could be nurtured most effectively.

Furthermore, in spite of the fact that a larger number of the students felt that the AIS and International Tea served a useful function a lot students still did not participate in these activities. A few students did not even know whether

they served a useful function or not. On one hand, this seemed to indicate that most of the respondents agreed with the concept of cultural exchange, but were not supporting the program designed to facilitate it. On the other hand, the elements and modes of the AIS and International Tea program needed to be more broadly publicized in accordance with the function. This lack of knowledge and participation did not amount to a denial of the positive features of these institutions, such features certainly exist, but their effects were far below the optimum in relation to their broad potential. Moreover, they could provoke, to a certain extent, the seeds of apathy or discontent because of limited involvement. Therefore, except considering the language problem and their devoting all their time and effort to their primary goal - academic excellence, a failure to deal with this problem could result in debilitating consequences.

Another social motif should be deeply imbedded in the philosophy and function of the International Center. Serving as the physical focus of activity specifically set aside for international and American students by the university, its use and emphasis should have been on clearly that of a supplementary campus social organ. Solutions of any problem of physical relevance for the internationals, therefore, depended largely on the existent facilities of the center. Almost all of the students sampled wanted the present International Center facilities "improved or changed". The improvement of the facilities, of course, needed the university's financial support. Its prime

philosophy should have been the fact that the center was neither foreign nor American, but truly international. In order to encourage the involvement of the international student and avoid isolation of the Center from the total campus community, to let the students govern the Center seems to be a good way.

Although many of the students have some serious problem areas, most were able to carry on their studies without major difficulty. The problems most encountered by the respondents were English language proficiency, housing, finances, family separation and climate.

There was a significant difference between English language proficiency and with whom the students spent their leisure time ( $\chi^2 = 30.66964$ ,  $P < .01$ ). It is understandable that those students who have problems communicating would not be inclined to relax and spend leisure with whom they would be expected to converse in English. They would prefer to be with people who spoke their native language. Also, they generally did not like to attend activities or social functions with Americans or other foreigners, in turn, they lost an opportunity to practice the language, too.

To international students communication posed a real problem. Although the students' English language proficiency did not have a significant difference with their G.P.A., the English problem did influence his relationship with professors and American friends. In this study, there were significantly positive relationships between English language proficiency and getting along with their teachers

( $r = .2197$ ,  $P < .05$ ) which was rated by Southeast Asia students as having the highest difficulty, and also with the unfriendliness of American students ( $r = .3111$ ,  $P = .001$ ). We often heard that "most professors are kind, but sometimes they don't understand what I wanted, what I tried to ask or say and some of them didn't even try." International students often had difficulty articulating precisely what they felt was lacking in the classroom, but frequently complained of an instructor's seeming lack of commitment, faculty unawareness of international students' fears and timidity, and teachers' inability to establish rapport in the classroom. However, if language was no longer a problem, the students still would have difficulty getting along with teachers. There was a significantly positive correlation between the difficulty with teachers and the length of time in the United States ( $r = .1756$ ,  $P < .05$ ). Also, there was a nearly significant relationship between the difficulty with teachers and racial or religious discrimination ( $r = .1698$ ,  $P = .056$ ). The results indicated that communication is just one of the main factors, the fact of the matter is that the instructor's lack of awareness that he is dealing with a special kind of human being, one with a different background, attitudes, and special needs. Since, the teacher to the international student was of great importance in assisting with academic which is one of the student's primary goal. Therefore, educators who teach and advise students on a daily basis should remember the point made by

Johnson<sup>28</sup> when he stated: "There is no 'foreign student' rather, there are Indians, Iranians, Chinese...all with fairly well defined opinions of each other." (p. 25)

One available way for enhancing the cross-cultural understanding between teachers and international students could have been that of inviting the international students to their home, since one third of the students had not visited an American home.

In like manner, language problems also were a major barrier for establishing friendship among American and other foreigners. This finding was consistent with the finding of Penn & Durham (1970) that both foreign and American students perceived language problems as a major contributor to uncomfortable situations. If the student encountered difficulties with Americans initially and found interaction stressful or negative, he was likely to withdraw and think Americans as unfriendly. Although there was no significant relationship between how many American students personally contacted and the difficulty of unfriendliness of American Students, there was a tendency that the more a student reported American friends, the more likely he was to have Americans friendly and no problem to get along with. These students also were found to have close contact with more other international students, the correlation value is  $r = .2884$ ,  $P < .01$ . In general, most international students' close friends were fellow nationals or international students

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<sup>28</sup>Johnson, D. C., Page 25.

from other countries. A significantly negatively correlation between "lack of good friends here" and "how many international students personally they had come into contact with" was found in this study ( $r = -.1810$ ,  $P .05$ ). This result indicated that the more close international students he had, the less the problem of lacking good friends here. The reason may have been because both were from other countries they seemed to easily show empathy and thought about another person in his position. On the contrary, as Hendricks and Skinner<sup>29</sup> pointed out many United States Students interpreted foreign students' behavior as "cliquish" and "unfriendly" arose from a failure to appreciate that the foreign student's social and legal situations put a premium on close friendships that can be emotionally and instrumentally supportive.

Climate was considered as a most difficult adjustment problem by almost all of the international students. In this study, we found there was a significantly positively correlation between climate and the length of time in the United States ( $r = .1910$ ,  $P < .05$ ). The result indicated that the longer they have been in the United States, the more difficulty in adjusting to the climate they had. Since the majority of the students came from tropic areas where they never have snow in the winter, it really caused suffering to live through the bitter cold of winter which

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<sup>29</sup>Hendricks, G. L., & Skinner, K. A. "Adaptive Social Patterns of Foreign Students." Journal of College Student Personnel, 1977, 18(2), 124-127.

lasted for almost three months long. However, it was true that even for the native American, they still felt miserable on some winter days. We have heard many American complain that "I never get used to the cold weather, I just tolerate it." Maybe earlier information concerning the climate, and the preparation for winter would help the international student psychologically and physically get ready for the change.

Dating also was a problem that concerned many international students. As time past by, dating significantly becomes more difficult. This is understandable since the fewer of the opposite sex of international students come from his/her own country, the less choice for dating, even for mating. As time went by, if the circumstances did not change, he/she sure had more difficulty for dating, unless he/she dated Americans or other foreigners.

As a matter of act, the problem areas varied considerably with each of the major ethnic groups. For example, English language proficiency was the most important problem for the Oriental students and was not considered a problem for the students from Europe, Canada and Australia. Racial or religious discrimination was the most serious problem for the African students, but was not listed as a major problem area for the other groups. Obtaining housing was reported as the most difficult problem for African students. There was a very significant positively correlation between discrimination and housing problems ( $r = .4453$ ,  $P < .001$ ) found in this study. The connotation of these findings



indicated that being a Black in the United States, no matter where he came from, the discrimination always was a serious problem.

Generally, students from the same country tended to have similar problems.

Considering the time factor, many adjustment areas were found to have significant relationship with the length of time in the United States or/and at the Eastern Illinois University. This does not necessary mean that the passage of time can alleviate the adjustment problem. Some of the adjustment areas such as discrimination, getting along with the teacher and climate were found to last a long time and getting more difficult as time went by. This may be the cause of the development of more pressing academic concerns which were resulted from decreased coursework because the amount of time devoted to worry.

Most of the international students felt the need for special orientation and special information. Besides, there was a significant tendency that those who had attended the orientation belonged to more campus organizations ( $\chi^2 = 17.5575$ ,  $P < .01$ ) was found in this study. This result indicated the value of the orientation. Therefore, a special program which will meet the needs of international students should be designed for the orientation.

Whereas there was a very small percentage of respondents who belonged to campus or off campus organizations, a large percentage belonged to national associations. In fact, the individual international student was engaged not only in

a process of assimilation into the United States society, but must also had to be sensitive to how he or she could fit into the existing microcosm of the home country's society on campus. The functions of the national group were many and important: the members reflected different ethnic backgrounds, social classes, and political sympathies and so on. It provided mutual esteem of reference when academic stresses are at an all-time peak. It provides suitable marriage partners and substitutes peers for parents in complex ways of courting. It provided relief from stresses of coping with new ways in a strange tongue where ignorance was equal to inferiority and embarrassment and loss of face were powerful negative experiences. However, the disadvantage came when students get together with people of their own nationality, they usually spoke in their native language. And if the ethnic group was big and strong, the members were included to depend on it, which made him lose the opportunity of meeting with people from other cultures. Therefore, it was very important to encourage the international student to be involved in both international and national group.

Considering the use of university facilities or services, only a fourth of the students used the library everyday, and very few students used the counseling center, the Career Planning and Placement Center and International Student Services Office and the Foreign Student Advisor. Since most international students did not use these services it seemed that either current university services have been adequate for adjustment problems of international students,

or that international students did not associate university services as places where their adjustment problems could have been alleviated. To insure the latter is not the case. The only service which was highly used (academic advisor 20%) should continue to assist in finding the solution or encourage use of other services which may be of assistance. Indeed, most of university services, as excellent as they are, are logically geared to meet the needs of the American population of the institution. In doing so, the needs of the international student population are shortchanged.

For instance, the Campus Career Service typically aides the student in his job search, and provides useful information to the student body about the job market and the job trends. But the three major career questions of the international student are not usually addressed within the career services. As Altscher<sup>30</sup> pointed out: (1) where can I gain employment in my home country, and what is the job market like there for my degree? Furthermore, how much can I expect to earn? (2) What are the legal restrictions on my working here in the U.S.? Can my spouse work? and (3) What if I decide I do not want to go back to my home country? What if I decide I want to work here; settle here, or at least continue my education here in graduate school?

The Counseling Center, usually provided individual

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<sup>30</sup>Altscher, D. C. A Rationale for a Counseling Program Designed Uniquely for International Students. Paper presented at the Annual Convention of the American Personnel and Guidance Association. 1976. (ERIC Document Reproduction Service. No. Ed 134 888)

or group therapy to students. Why is it that so few international students use this service? This is a difficult question, as it focuses in on the intricate difficulties of cross-cultural counseling and programming.

Since the majority of the students discussed their own problem with friends instead of professionals, it seems that to train some of the international students to serve as paraprofessional helper might be an acceptable plan.

Although the international students' principal mentor is the International Student Services Office whose primary focus is on the activities, stemming from its position at the critical juncture of the relationships between the foreign student, the educational institution, and the immigration bureaucracy, the student, of necessity, must use the office in order to maintain his or her legal identity as a student. However, this very relationship makes many students wary about too close an identification with the office. Consequently, the office is often seen as but one of several potential guides or connections to help rather than as a direct source of help. Although foreign Students' advisor may well be more sensitive to cross cultural conflicts, nevertheless, he/she may operate with his/her own cultural frame of reference drawn from the U.S. socio-cultural scene. Therefore, the mutual openness and trust between the international student and his advisor are crucial if the student's problems are to be resolved. Besides, the advisor had better have in-service training in cross-cultural counseling which will help to establish a

better and trustful relationship with the international students.

Finally, there is a adjustment problem which was not included much in this study - the predeparture period, indeed, it is in need of further and detailed study. Because the student is in the midst of making what is often a very difficult decision and personal commitment. He may be in a state of conflict about leaving his family responsibilities and feel considerable ambiguity regarding his future. This may be the reason why about a third of students reported they had not decided what to do after they graduate and a majority of students think about this problem frequently.

### Implications

The findings of this study like other previous researchers, indicate that international students have problems in common and also problems peculiar to their national groups, or in terms of age, sex, or classification of the students. This suggests that each institution needs to identify the significant difference in the adjustment problems based on various criteria of the international students on campus. The results of this study in adjustment the problem section suggest that the Eastern Illinois University, the students might be identified as particular target groups in terms of different geographic areas, student's sex, age or classification for special help with respect to 6 of 16 potential problems. The fact that the African students differed

significantly from all other groups concerning racial or religious discrimination suggests that the African student might make up one target group and the other international students might contact another for help in dealing with this problem. The fact that male and female international students in general differed significantly in their rating of English language proficiency, educational preparation and dating as problems suggest that each group might represent a meaningful large group with respect to help with these problems, and in a like way to compose a large group for helping in dealing with its common problems. Therefore, the identification of significant differences in adjustment problems experienced by different national groups, or students' sex, age or classification on campus might provide the Eastern Illinois University with some pertinent information for making its services appropriate for the different groups.

Likewise, knowledge of the significant differences among the groups with respect to demographic and social interaction variables might guide the University in its planning of particular orientation and social activities.

In conclusion, if the university recognizes that the international student is to receive more than a formal education, the university and local community must accept the responsibility for developing and implementing ways to encourage his full participation on campus and within community life. Since there are many barriers to overcome, it will take a strong commitment of all interested persons to

accomplish this. That is, both of students from abroad and those interested persons must be encouraged to become involved in established social and cultural organizations.

If the goals of international education are to be met on the Eastern Illinois University campus, students, faculty, and the community will have to dedicate themselves to this end. To do this they will need to be convinced of the mutual benefits to be derived from learning about another man's cultural, attitudes, and aspirations. This can best be learned through the personal experience of getting to know someone who comes from a different culture without any racial or religious discrimination, and the means to facilitate this cultural exchange must be provided.

#### Overview

"...concern for the foreign student is all inclusive, because every aspect of the student's life may have a bearing on his educational experience and his academic success."<sup>31</sup>

Look over the while of the data impressionistically we have good news and bad news. The good news is that many students make it successfully through their years in Eastern. They have excellent academic achievement and good interpersonal relationship with Americans and other foreigners. However, behind some students' facade of academic progress, they unfortunately are walled off from American life, existing from day to day with the despairing sense of drudgery.

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<sup>31</sup>NAFSA, 1970, p. 10

The best position for us to take in dealing with international students may not only be from the point of view "The foreign student needs to be studied more as a student than as a foreigner,"<sup>32</sup> but go beyond the foreign aspect of the foreign student and process to the human aspect. That is, we need to deal with the stresses in the international student's experience from both those having to do specifically with culture and from individual human terms. Considering the individual, in fact, the degree to which each individual successfully adapts to the new environment depends upon a variety of factors, including individual ability, motivation, background, and previous experience.

In addition, the availability of support and advisory services also plays a critical role. The coordination and integration of the entire educational experience, in or out of the classroom, is of prime importance in any attempt to create an environment that promotes satisfactory adjustment. Therefore, the sound cooperation and communication between those faculty responsible for in-class learning and those responsible for out-of-class learning is very important.

It is hoped that before conducting more wide-scale and longitudinal studies, further research into special problem areas for international students such as housing, social integration, and finances will facilitate the university faculty and administrators to deal with

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<sup>32</sup>Selby, H. A., & Wood, C. M. "Foreign Students at a High Pressure University." Sociology of Education, 1966, 39, 138-152.



international students. Pending greater knowledge in these areas, much can be done both individually and collectively:

1. To provide orientation to realistic information about American life, social climate, institutional bureaucratic procedures, male-female relationships, using the university services, social customs, the media, and food prior to, on arrival and throughout the stay.
2. To encourage sharing of the students' culture with the campus community; to discourage enclaves, encapsulation and isolation, and to involve all students in mutual activities and interaction. This can be done by opening the International Center to the campus community and exhibit the particular culture of each ethnic group, so that cultural exchange can be developed.
3. To encourage campus, service, and social organizations to include international students in their membership. This can be done by inviting the members of these organizations to attend functions where they can interact with students from outside the United States. It could also be done by demonstrating to these groups the values to be derived from having a international student in their membership.
4. Form a committee composed of a representative from the financial aid office, international student services office, faculty and local business organizations to explore the possibility of increasing financial assistance to international students.
5. To enhance and improve English language competency

by establishing basic regulations and standards and encouraging the international students to attend the "speech therapy sessions" if they need. During the speech therapy sessions, the graduate students are available to help to improve the speech, pronunciation, hearing, or grammar problem etc. It is one of the university services and is unethical for the students to receive payment in any for this services.

6. To maintain close liaison with faculty and academic advisement, recognizing that academic difficulties may be a symptom of deeper conflict. Conversely, to recognize personal problems which may be blocking academic progress and to transmit this knowledge to concerned academic personnel.
7. The support from any community organizations and families, such as "Host Family Program" which provide social opportunities and better cross-cultural relationship should be refreshed and continued.

APPENDIX A  
COVER LETTER

Dear International Student:

As one of the foreign students (I come from Taiwan), while I am doing the Student Personnel Work Practicum in International Student Services Office presently, I found that I would very much like to know the current attitudes and needs of International students on this campus, also to help the International Students Services Office to evaluate existing services, activities and programs in order to plan new ones. I would greatly appreciate your cooperation in completing the following questionnaire and returning it by campus mail in the self-addressed envelope as soon as possible.

The results of the questionnaire not only will help the International Students Services Office in determining the attitudes and needs of foreign students on this campus, but also will be beneficial to the University and community groups who are interested in International Students. Therefore, the value this survey may have will depend on your participation.

This questionnaire is completely confidential and you are not asked to sign your name, so please be candid in your response as it will help us to get a more accurate picture of the attitudes and needs of International Students.

Your cooperation in filling out this survey and returning it promptly will be greatly appreciated.

Thank you very much.

Sincerely yours,

Hwang, Ru-Ing Stacey  
Graduate Student

APPENDIX B  
QUESTIONNAIRE

## SECTION I

**Directions:** Please read each of the statements below, and check the appropriate blank if the statement describes a condition, event, opinion, etc., that you think is, or was generally characteristic of your experience as a foreign student at the Eastern Illinois University.

1. Home Country \_\_\_\_\_
2. Maritral Status:  
 1) ☐ Married      2) ☐ Single      3) ☐ Divorced      4) ☐ Widowed
3. Sex:  
 1) ☐ Male      2) ☐ Female
4. Age:  
 1) ☐ under 20      2) ☐ 20-25      3) ☐ 25-30      4) ☐ above 30
5. Classification:  
 1) ☐ Freshman    2) ☐ Sophomore    3) ☐ Junior    4) ☐ Senior    5) ☐ Graduate
6. Major:  

1) <input type="checkbox"/> Accounting	10) <input type="checkbox"/> Foreign Language	19) <input type="checkbox"/> Mathematics
2) <input type="checkbox"/> Botany	11) <input type="checkbox"/> Geology	20) <input type="checkbox"/> Music
3) <input type="checkbox"/> Communications	12) <input type="checkbox"/> Guidance	21) <input type="checkbox"/> Phys. Ed.
4) <input type="checkbox"/> Chemistry	13) <input type="checkbox"/> Health Ed.	22) <input type="checkbox"/> Political Sc.
5) <input type="checkbox"/> Ele. Ed.	14) <input type="checkbox"/> History	23) <input type="checkbox"/> Psychology
6) <input type="checkbox"/> Economics	15) <input type="checkbox"/> Journalism	24) <input type="checkbox"/> Recreation
7) <input type="checkbox"/> Ed. Am.	16) <input type="checkbox"/> Library	25) <input type="checkbox"/> Technology
8) <input type="checkbox"/> Engineering	17) <input type="checkbox"/> Marketing	26) <input type="checkbox"/> Zoology
9) <input type="checkbox"/> Finance	18) <input type="checkbox"/> Management	27) <input type="checkbox"/> Non-degree
		28) <input type="checkbox"/> Others _____
7. Approximate grade point average now:  
 1) ☐ Below 1.50      3) ☐ 2.00 to 2.50      5) ☐ Above 3.00  
 2) ☐ 1.50 to 2.00      4) ☐ 2.50 to 3.00
8. How long have you been in the United States?  
 1) ☐ Less than one year      3) ☐ 2 to 3 years  
 2) ☐ 1 to 2 years      4) ☐ More than 3 years
9. How long have you been at the Eastern Illinois University?  
 1) ☐ Less than one year      3) ☐ 2 to 3 years  
 2) ☐ 1 to 2 years      4) ☐ More than 3 years
10. Do you feel that it would have been helpful to have received more information from the admission's office prior to your admission to the EIU?  
 1) ☐ Yes      2) ☐ No  
 If you checked yes, what kind of information? \_\_\_\_\_
11. Did you attend the Orientation held by the International Student Services Office?  
 1) ☐ Yes      2) ☐ No  
 If yes, do you think the Orientation program was helpful to you?  
 1) ☐ Yes      2) ☐ No

12. Do you feel it would have been helpful to have had more information about Charleston or EIU during orientation?  
 1) ☐ Yes      2) ☐ No  
 If yes, what kind of information? \_\_\_\_\_
13. Where do you usually study:  
 1) ☐ Dormitory      4) ☐ Classroom  
 2) ☐ Your apartment or room      5) ☐ Other campus facility  
 3) ☐ School library      6) ☐ Other (Please specify) \_\_\_\_\_
14. How often do you use the library facilities on campus:  
 1) ☐ Almost every day      4) ☐ Weekends only  
 2) ☐ Three to four times a week      5) ☐ One or two times a month  
 3) ☐ One or two times a week      6) ☐ Other (Please specify) \_\_\_\_\_
15. Do you think the library facilities at EIU are adequate for your needs?  
 1) ☐ Yes      2) ☐ No  
 If no, why not? \_\_\_\_\_
16. Where do you live?  
 1) ☐ Dormitory      4) ☐ University married student housing  
 2) ☐ International Center      5) ☐ Apartment off-campus  
 3) ☐ Room off-campus      6) ☐ Other (Please specify) \_\_\_\_\_
17. With whom do you live?  
 1) ☐ By myself      4) ☐ With other foreign student(s)  
 2) ☐ With spouse, and/or other family      5) ☐ With American Student(s)  
 3) ☐ With friend(s) from my country      6) ☐ Other (Please specify) \_\_\_\_\_
18. With whom do you usually relax and spend your leisure time?  
 1) ☐ Student(s) of my nationality      3) ☐ American student(s)  
 2) ☐ Other foreign student(s)      4) ☐ Other (Please specify) \_\_\_\_\_
19. How many times this year have you been in the home of a member of the faculty?  
 1) ☐ 5 or more times      3) ☐ 1 or 2 times  
 2) ☐ 3 or 4 times      4) ☐ none  
 If you checked none, would you have liked to have visited in the home of a faculty member?  
 1) ☐ Yes      2) ☐ No
20. How many times this year have you been in the home of your fellow students or American friends?  
 1) ☐ 5 or more times      3) ☐ 1 or 2 times  
 2) ☐ 3 or 4 times      4) ☐ none  
 If you checked none, would you have liked to have visited in the home of your fellow students or American friends?  
 1) ☐ Yes      2) ☐ No
21. How many times this year have you been in the home of someone not associated with EIU?  
 1) ☐ 5 or more times      3) ☐ 1 or 2 times  
 2) ☐ 3 or 4 times      4) ☐ none  
 If you checked none, would you have liked to have visited in the home of someone not associated with EIU?  
 1) ☐ Yes      2) ☐ No

22. How many times do you eat in local restaurants (not on campus) per month?  
 1) \_\_\_ 5 or more times                      3) \_\_\_ 1 or 2 times  
 2) \_\_\_ 3 or 4 times                        4) \_\_\_ none  
 Would you like to go out to eat more often?  
 1) \_\_\_ Yes          2) \_\_\_ No  
 Comments:

23. How many times do you eat in restaurants on the campus per week?  
 1)   5   or more times                      3)   1   or 2 times  
 2)   3   or 4 times                          4) none  
 Would you like to eat in restaurant on the campus more often?  
 1)  Yes          2)  No   
 Comments:

24. How many times this year have you been to the local movies?  
 1)   3   or more times                      3)   1   time  
 2)   2   times                                  4)       none  
 Would you like to watch local movies more often?  
 1) Yes              2) No

25. How many hours do you watch television per week?
- |                         |                     |
|-------------------------|---------------------|
| 1) ___ 10 or more hours | 3) ___ 1 to 4 hours |
| 2) ___ 5 to 9 hours     | 4) ___ none         |
- If you checked none, why not? \_\_\_\_\_

26. How many times this year have you been outside the state of Illinois?
- |                           |                  |
|---------------------------|------------------|
| 1) <u>5</u> or more times | 3) <u>1</u> time |
| 2) <u>3</u> or more times | 4) <u>none</u>   |

27. Please indicate which of the following community facilities, services and businesses you have used since your arrival to Charleston.
- |   |   |
|---|---|
| 1) <input type="checkbox"/> Bank          | 7) <input type="checkbox"/> Supermarkets              |
| 2) <input type="checkbox"/> Gas stations  | 8) <input type="checkbox"/> Discount stores           |
| 3) <input type="checkbox"/> Post office   | 9) <input type="checkbox"/> Charleston Public Library |
| 4) <input type="checkbox"/> Police        | 10) <input type="checkbox"/> Recreation Department    |
| 5) <input type="checkbox"/> Churches      | 11) <input type="checkbox"/> Others (Please specify)  |
| 6) <input type="checkbox"/> Retail Stores |   |

28. In general, do you find the services, personnel (ex. waitresses and clerks) courteous and interested in you.
- 1) Yes      2) No

## SECTION II

**Directions:** Please check the appropriate blanks.

How often do you see or contact each of the following persons outside of class or working hours? And do you feel satisfied or not?

- |   | <u>Frequently</u> | <u>Sometimes</u> | <u>Seldom</u> | <u>Never</u> | <u>Satisfied</u> | <u>Unsatisfied</u> |
|---|-------------------|------------------|---------------|--------------|------------------|--------------------|
| 29. People from my own country                  | 1 _____           | 2 _____          | 3 _____       | 4 _____      | _____            | _____              |
| 30. People from this country                    | 1 _____           | 2 _____          | 3 _____       | 4 _____      | _____            | _____              |
| 31. Other foreigners, but not from this country | 1 _____           | 2 _____          | 3 _____       | 4 _____      | _____            | _____              |



Following is a list of some problems frequently encountered by international students in the United States. Please check those problems that are important to you now.

	Very Important Problem	Important Problem	Sometimes a Problem	Not a Problem
32. English language proficiency	1_____	2_____	3_____	4_____
33. Adequacy of my education preparation	1_____	2_____	3_____	4_____
34. Lack of good friends here	1_____	2_____	3_____	4_____
35. Racial or religious discrimination	1_____	2_____	3_____	4_____
36. Unfriendliness of people from community	1_____	2_____	3_____	4_____
37. Unfriendliness of American students	1_____	2_____	3_____	4_____
38. Food	1_____	2_____	3_____	4_____
39. Lack of contact with people of my own country	1_____	2_____	3_____	4_____
40. My spouse, child/children's adjustment to live in this country	1_____	2_____	3_____	4_____
41. Difficulty in getting along with teachers	1_____	2_____	3_____	4_____
42. Homesickness	1_____	2_____	3_____	4_____
43. Dating	1_____	2_____	3_____	4_____
44. Housing	1_____	2_____	3_____	4_____
45. My ability to get along financially	1_____	2_____	3_____	4_____
46. Separation from my family in my home country	1_____	2_____	3_____	4_____
47. Climate	1_____	2_____	3_____	4_____
48. Other (Please specify)	1_____	2_____	3_____	4_____

49. Did you make any future career plans before you came to U.S. for study?

1)      Yes      2)      No

If yes, please briefly describe \_\_\_\_\_

50. Do you think that your major field will help your future career development?

1)      Yes      2)      No

If no, what will you do?

1)      Change major in \_\_\_\_\_

2)      It doesn't matter

3)      Other (Please specify) \_\_\_\_\_

51. What will you do after you graduate from EIU?

1)      Seek a temporary employment

5)      Go back to home country immediately

2)      Seek a permanent employment

6)      Have not decided yet

3)      Take practical training

7)      Other (Please specify) \_\_\_\_\_

4)      Continue study

52. How often do you think about the problem as question 51?  
 1) ☐ Frequently    2) ☐ Sometimes    3) ☐ Seldom    4) ☐ Never

Whom are you used to talk to?

- 1) ☐ Friends  
 2) ☐ Write to parents  
 3) ☐ Foreign Student Advisor  
 4) ☐ Department Advisor  
 5) ☐ Seek help from Career Planning and Placement Office  
 6) ☐ School counselors in Counseling and Testing Center  
 7) ☐ I don't know whom to talk to  
 8) ☐ Other (Please specify) \_\_\_\_\_

### SECTION III

Directions: Please check the appropriate blanks.

53. Are you currently employed?  
 1) ☐ Yes    2) ☐ No

What are the sources of your financial support while in this country?  
 (Please check all that apply)

- 1) ☐ Family  
 2) ☐ Personal savings  
 3) ☐ On-campus employment  
 4) ☐ Off-campus employment  
 5) ☐ Your home government  
 6) ☐ Private institutional sources  
 7) ☐ Assistantship, International Student Scholarship  
 8) ☐ Other (Please specify) \_\_\_\_\_

54. Approximately how much money do you spend per month? (Not including tuition)  
 1) ☐ Less than \$100.00    3) ☐ \$200.00 to \$300.00  
 2) ☐ \$100.00 to \$200.00    4) ☐ \$300.00 or more

55. Does the money you spend per month adequately meet your needs here?  
 1) ☐ Yes    2) ☐ No

Comments: \_\_\_\_\_

56. Do you think the money you deposited before you arrived in the U.S. was sufficient and helpful?

1) ☐ Yes    2) ☐ No  
 If no, please briefly explain \_\_\_\_\_

57. During the last academic semester, about how many international students (Not from your home country) did you personally come into contact with? (e.g., study together, discuss personal problems or interests with)  
 1) ☐ None    2) ☐ One or two    3) ☐ Three to six    4) ☐ Seven or more

58. During the last academic semester, about how many American students did you personally come into contact with? (e.g., study together, talk over personal problems or interests with)  
 1) ☐ None    2) ☐ One or two    3) ☐ Three to six    4) ☐ Seven or more

59. How often do you participate in Planned campus activities? (e.g. athletic events, plays, movies, special seminars, concerts, etc.)  
 1) ☐ Frequently    2) ☐ Sometimes    3) ☐ Seldom    4) ☐ Never

What kinds of activities do you attend \_\_\_\_\_

60. How many campus organizations do you belong to? (e.g., fraternities, Drama Club, Language Club)

1) ☐ None      2) ☐ One      3) ☐ Two      4) ☐ Three or more

Please name the organizations which you belong to: \_\_\_\_\_

61. How many off-campus organizations do you belong to? (e.g., professional societies, church groups)

1) ☐ None      2) ☐ One      3) ☐ Two      4) ☐ Three or more

Please name the organizations which you belong to: \_\_\_\_\_

62. How often do you visit the International Student Services Office?

1) ☐ Very frequently    2) ☐ Frequently    3) ☐ Sometimes    4) ☐ Rarely  
5) ☐ Never

Which services of the International Student Services Office do you use most often? (Please check all that apply.)

1) <input type="checkbox"/> Immigration counseling	5) <input type="checkbox"/> To collect your mail
2) <input type="checkbox"/> Personal counseling	6) <input type="checkbox"/> Advice on employment
3) <input type="checkbox"/> Academic counseling	7) <input type="checkbox"/> Just to talk
4) <input type="checkbox"/> Financial Aid or advice	8) <input type="checkbox"/> Other (Please specify) _____

63. Do you know of the purposes and activities of the Association of International Students?

1) ☐ Yes      2) ☐ No

64. How often do you participate in the activities of the Association of International Students?

1) ☐ Very frequently    2) ☐ Frequently    3) ☐ Sometimes    4) ☐ Never

If you checked none, why not? \_\_\_\_\_

65. Do you believe the Association of International Students serves a "useful" function?

1) ☐ Yes      2) ☐ No

Comments: \_\_\_\_\_

66. Have you ever attended the International tea?

1) ☐ Yes      2) ☐ No

If no, why not?

67. Do you believe the International tea serves a "useful" function?

1) ☐ Yes      2) ☐ No

68. Are you a member of a national association on campus? (e.g., Chinese, Muslim, Wana-Fumzi Afri-Jamaa)

1) ☐ Yes      2) ☐ No

69. How often do you use the International Center?

1) ☐ Frequently    2) ☐ Sometimes    3) ☐ Seldom    4) ☐ Never

70. What kind of purposes or functions do you think the International Center should serve? (Please check all that apply)
- |   |  |
|---|--|
| 1) <input type="checkbox"/> As a meeting place      | 5) <input type="checkbox"/> Office of Association of         |
| 2) <input type="checkbox"/> Social activities place | <input type="checkbox"/> International Students              |
| 3) <input type="checkbox"/> Leisure room            | 6) <input type="checkbox"/> House library or exhibition room |
| 4) <input type="checkbox"/> Residence Hall          | 7) <input type="checkbox"/> Other (Please specify) _____     |
71. Please list your preference for improving the International Center:
- 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  - 4) \_\_\_\_\_
  - 5) \_\_\_\_\_
72. Do you have a "Host Family"?
- 1) ☐ Yes      2) ☐ No
- If yes, how often do you see your "Host Family"?
- 1) ☐ Very frequently    2) ☐ Frequently    3) ☐ Seldom    4) ☐ Never
73. Would you like to have the "Host Family" program?
- 1) ☐ Yes      2) ☐ No
- If yes, how would you like to be placed?
- 1) ☐ Assigned by the International Student Services Office
- 2) ☐ Self-select from a Host family list
- 3) ☐ Other (Please specify) \_\_\_\_\_
74. As a group, what do you prefer to be called?
- 1) ☐ Foreign students
  - 2) ☐ International students
  - 3) ☐ Overseas students
  - 4) ☐ Other (Please specify) \_\_\_\_\_

If you would like to add any comments, suggestions, or criticisms, please do so in the remaining space provided, or on the back of this page.

TABLE 1

Countries, Numbers and Percentage of Students Included in Each Geographic Area

Geographic area/ CODE Countries N %			Geographic area/ CODE Countries N %			Geographic area/ CODE Countries N %		
1	ORIENT		3	AFRICA		5	MIDDLE EAST	
	R.O.C.	18 19.1		Gambia	3 3.2		Iran	5 5.3
	Hongking	3 3.2		Ghana	7 7.4		Iraq	1 1.1
	Japan	1 1.1		Kenya	2 2.1		Pakistan	1 1.1
	Korea	2 2.1		Liberia	2 2.1		Sri Lanka	2 2.1
				Nigeria	14 14.9		Turkey	1 1.1
	TOTAL	24 25.5		TOTAL	28 29.8		TOTAL	10 10.6
2	SOUTHEAST ASIA		4	EUROPE/CANADA/AUSTRALIA		6	SOUTH AMERICA	
	Bangladesh	6 6.4		Canada	6 6.4		Brazil	4 4.2
	India	1 1.1		England	2 2.1		Ecuador	1 1.1
	Malaysia	3 3.2		France	1 1.1		Peru	1 1.1
	Tailand	1 1.1		Germany	1 1.1			
	VietNam	3 3.2		N. Ireland	1 1.1			
	TOTAL	14 14.9		TOTAL	11 12.8		TOTAL	6 6.4

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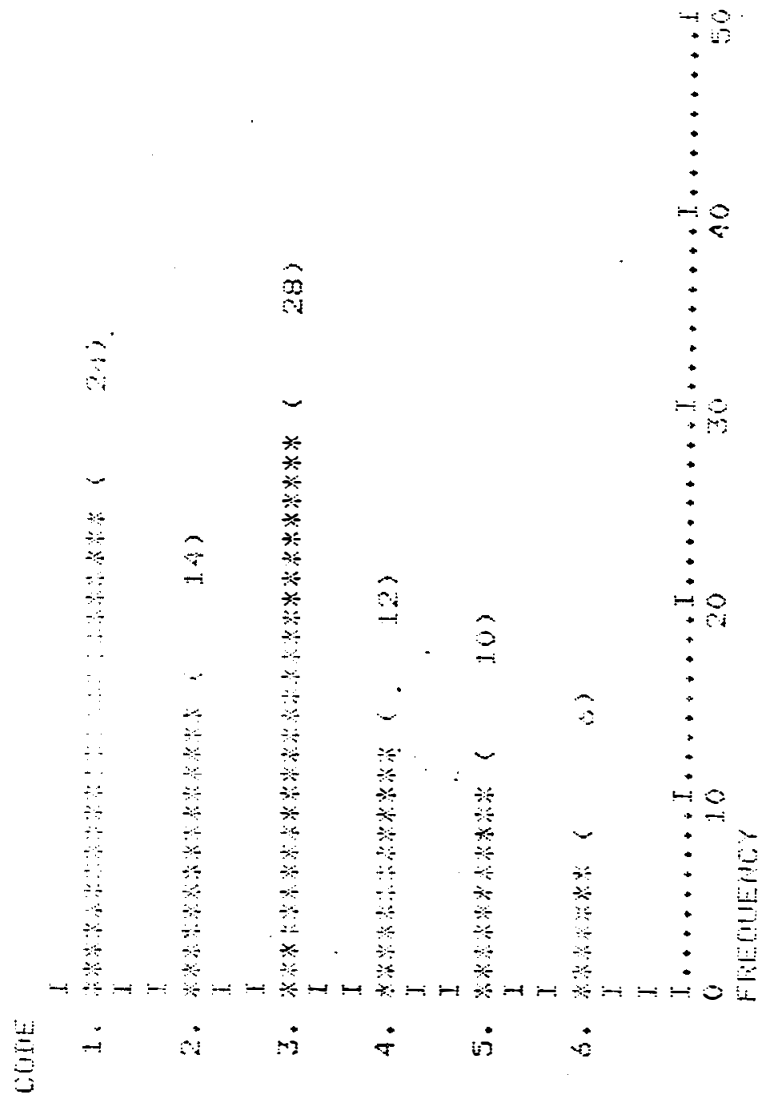


FIGURE 1

THE DISTRIBUTION OF EACH GEOGRAPHIC GROUP

Table 2

Departments, numbers and Percentage of Students Included in Each Major School Area

CODE	Major Area	N	%	CODE	Major Area	N	%
1	SCHOOL OF BUSINESS			3	SCHOOL OF APPLIED EDUCATION		
	Accounting	7	7.4		Ed. Adm.	1	1.1
	Finance	7	7.4		Ele. Ed.	3	3.2
	MBA	5	5.3		Guidance	4	4.2
	Business Adm.	3	3.2		Home Economics	1	1.1
	Marketing	3	3.2		Music	2	2.1
	Management	10	10.6				
	TOTAL	35	37.2		TOTAL	11	11.7
2	SCHOOL OF ARTS AND SCIENCE			4	SCHOOL OF HEALTH, PHYSICAL Ed. AND RECREATION		
	Chemistry	2	2.1		Health Ed.	1	1.1
	Economics	4	4.2		Physical Ed.	4	4.2
	English	1	1.1		Recreation	1	1.1
	Foreign Language	2	2.1		TOTAL	6	6.4
	Geology	2	2.1	5	SCHOOL OF TECHNOLOGY		
	history	1	1.1		Techology	7	7.4
	Journalism	1	1.1				
	Library Science	3	3.2				
	Mathematics	2	2.1				
	Political Sc.	4	4.2				
	Pre-engineering	4	4.2				
	Psychology	2	2.1				
	Zoology	7	7.4				
	TOTAL	35	37.2				

# MAJOR

CODE

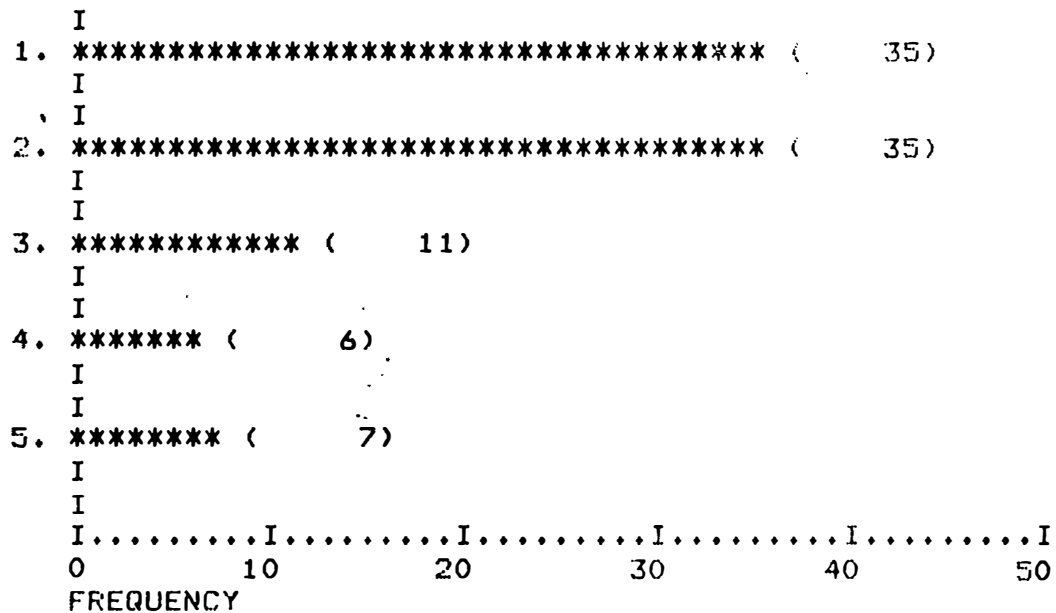


FIGURE 2

THE DISTRIBUTION OF EACH MAJOR AREA



Table 3

## The Length of Time in U.S. and at the EIU

Time Period	In U.S.		AT EIU	
	N	%	N	%
Less than one year	26	27.7	35	37
1 to 2 years	29	30.9	32	34
2 to 3 years	15	16.0	15	16
More than 3 years	23	24.5	12	13

Table 4

## HOUSING AND LEISURE TIME ARRANGEMENTS FOR RESPONDENTS

	N	%
LOCATION OF LIVING QUARTERS		
Dormitory	19	20.21
International Center	3	3.19
Room off-campus	22	23.40
University married student housing	13	13.83
Apartment off-campus	35	37.23
Other	2	2.13
LIVING ARRANGEMENTS		
By myself	13	13.83
With spouse, and/or other family	14	14.9
With friend(s) from my own country	30	31.9
With other foreign student(s)	10	10.6
With American Student(s)	24	25.5
Other	2	2.1
LEISURE TIME ARRANGEMENTS		
Student(s) of my nationality	25	26.6
Other foreign student(s)	11	11.7
American Student(s)	16	17.0
With two or all of above	33	35.1
Other	8	8.5

Table 5

## RESPONDENTS' PATTERNS OF VISITATION

	<u>In home of Faculty</u>		<u>In home of fellow students</u>		<u>In home of townpeople</u>	
	N	%	N	%	N	%
5 or more times	6	6.4	44	46.8	20	21.3
3 or 4 times	10	10.6	17	18.0	11	11.7
1 or 2 times	28	29.8	21	22.3	30	31.9
None	50	53.2	11	12.7	32	34.0
None but like to	30	31.9	7	7.4	20	21.3
None and don't like	16	17.0	3	3.2	10	10.6
None and no response	4	4.3	1	1.1	2	2.1

Table 6

## SOURCES OF FINANCIAL SUPPORT AND SPENDING PATTERNS

	N	%
SOURCES OF SUPPORT		
Family	52	55.32
Personal savings	31	32.98
On-campus employment	23	24.47
Off-campus employment	9	9.57
Your home government	6	6.38
Private Institutional sources	0	0
Assistantship, International Student Scholarship	61	64.89
Other	4	4.25
MONEY SPENT PER MONTH		
Less than \$100.00	7	7.45
\$100.00 to \$200.00	35	37.20
\$200.00 to \$300.00	36	38.30
\$300.00 or more	16	17.00

Table 7

Whom do you used to talk to?	N	%
Friends	82	87.2
Write to Parents	38	40.3
Foreign Student Advisor	9	9.6
Department Advisor	20	21.3
Career Planning and Placement Office	3	3.2
School Counselor in Counseling and Testing Center	2	2.1
I don't know whom to talk to	5	5.3
other	4	4.3
talk to Himself/herself	4	4.3
No response	3	3.2

Table 8

## The Using of Services provided by International Student Services Office

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Services	N	%
Immigration Counseling	43	45.7
Personal Counseling	12	12.7
Academic Counseling	14	14.9
Financial Aid or Advice	29	30.8
To collect mail	24	25.5
Advice on employment	2	2.1
Just to talk	22	23.4
Other	4	4.3
No response	7	7.4

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Table 9  
Weighted Mean of Social Interaction by Demographic Items

Items	Geographic						Classification	
	Orient	Southeast Asia	Africa	Europe, Canada Australia	Middle East	South America	Undergraduate	Graduate
Interaction with People from my own country	2.63*	2.54	2.57*	2.25	1.89	2.20	2.29	2.65*
Interaction with people from this country(U.S.)	2.29	2.57*	2.35	2.67*	2.70*	2.80*	2.62*	2.28*
Interaction with other foreigners(not U.S.)	1.54	1.92	1.96	2.33	1.88	2.20	1.98	1.79

Items	Sex		Age		Total
	Male	Female	under 25	over 25	
Interaction with people from my own country	2.53*	2.24	2.30	2.69*	2.45
Interaction with people from this country(U.S.)	2.47	2.48*	2.61*	2.24	2.47*
Interaction with other foreigners(not U.S.)	1.98	1.68	1.96	1.79	1.90

\* is the highest mean scores in each categories.

Table 10

## One-Way Analysis of Variance for Social Interaction and Demographic Items

	GEOGRAPHIC		CLASSIFICATION		SEX		AGE	
Item	F	Significance	F	Significance	F	Significance	F	Significance
Interaction with people from my own country	1.669	.151	4.889	.030	2.566	.113	5.448	.022
Interaction with people from this country(U.S.)	1.155	.338	5.222	.025	.004	.951	6.532	.012
Interaction with other foreigners(not U.S.)	2.034	.082	.387	.537	2.764	.100	1.052	.308



Table 11  
Opinions of Respondents Concerning Problem Areas

Problem area	<u>very important</u>		<u>Important</u>		<u>Sometimes</u>		<u>Not a problem</u>		<u>No response</u>	
	N	%	N	%	N	%	N	%	N	%
English proficiency	16	17.0	5	5.3	19	20.2	53	56.4	1	1.1
Educational Preparation	8	8.5	10	10.6	26	27.7	49	52.1	1	1.1
Good friends	7	7.4	6	6.4	20	21.3	56	59.6	5	5.3
Racial or religious discrimination	10	10.6	6	6.4	27	28.7	47	50.0	4	4.3
People from community unfriendly	5	5.3	7	7.4	33	35.1	47	50.0	2	2.1
American Students unfriendly	7	7.4	6	6.4	31	33.0	48	51.1	2	2.1
Food	6	6.4	10	10.6	23	24.5	53	56.4	2	2.1
Home people contact	5	5.3	7	7.4	15	16.0	57	60.6	10	10.6
Spouse adjustment	3	3.2	3	3.2	7	7.4	55	58.5	26	27.7
Teacher difficulty	2	2.1	6	6.4	32	34.0	51	54.3	3	3.2
Homesickness	9	9.6	8	8.5	38	40.4	37	39.4	2	2.1
Dating	8	8.5	2	2.1	21	22.3	59	62.8	4	4.3
Housing	13	11.70	11	11.7	26	27.7	41	43.6	3	3.2
Finance	13	13.8	10	10.6	44	46.8	26	27.7	1	1.1
Family separation	13	13.8	13	13.8	27	28.7	39	41.5	2	2.1
Climate	15	16.0	11	11.7	36	38.3	27	28.7	5	5.3
other	6	6.4	1	1.1	4	4.3	0	0	0	0

Table 12  
Weighted Mean of Adjustment Problem by Demographic Items

Problem Area	Classification		Geographic area					
	Undergraduate	Graduate	Orient	Southeast Asia	Africa	Europe Canada Australia	Middle East	South America
English Proficiency'	1.53	2.22*	3.13*	2.00	1.21	1.17	1.30	1.33
Educational Preparation	1.60	1.95	2.38*	2.00	1.44	1.25	1.60	1.33
Good friends	1.58	1.62	1.75	1.85	1.65	1.27	1.44	1.00
Racial or religious discrimination	1.88	1.61	1.50	1.77	2.52*	1.17	1.70	1.00
People from community unfriendly	1.74	1.59	1.63	1.69	2.00	1.42	1.30	1.50
American Students unfriendly	1.75	1.62	1.71	1.85	1.93	1.25	1.40	1.67
Food	1.70	1.62	1.63	1.85	1.74	1.33	1.40	2.17*
Home people contact	1.58	1.44	1.50	1.90	1.38	1.50	1.88	1.17
Spouse adjustment	1.26	1.40	1.71	1.36	1.29	1.00	1.20	1.00
Teacher difficulty	1.51	1.61	1.67	2.08	1.50	1.08	1.40	1.33
Homesickness	1.87	1.90	1.83	2.00	2.11	1.58	1.40	2.25*
Dating	1.49	1.62	1.39	1.69	1.86	1.08	1.75	1.00
Housing	1.96	1.95	1.88	2.38*	2.33	1.25	1.67	1.50
Finance	2.17*	2.03	1.79	2.46*	2.43	2.00*	2.00*	1.50
Family Separation	2.02	1.97	1.67	1.92	2.43*	1.92*	1.78	2.00
Climate	2.12	2.21*	1.79	2.17	2.77*	1.58	2.11*	2.17*
Total	1.73	1.77	1.81	1.93	1.91	1.36	1.58	1.49

\* are the highest mean scores in each categories.

Table 12 (continued)

## Weighted Mean of Adjustment Problem by Demographic Items

Problem area	Sex		Age		Total
	Male	Female	Under 25	Over 25	
English Proficiency	1.59	2.48*	1.64	2.14*	1.83
Educational Preparation	1.61	2.17	1.71	1.83	1.75
Good friends	1.61	1.57	1.55	1.68	1.60
Racial or religious discrimination	1.84	1.57	1.77	1.76	1.77
People from community unfriendly	1.71	1.57	1.61	1.77	1.67
American Students unfriendly	1.71	1.65	1.70	1.69	1.70
Food	1.75	1.39	1.63	1.71	1.66
Home people contact	1.56	1.41	1.49	1.58	1.52
Spouse adjustment	1.32	1.36	1.39	1.23	1.32
Teacher difficulty	1.57	1.48	1.53	1.59	1.55
Homesickness	1.81	2.08	1.95	1.77	1.88
Dating	1.66	1.22	1.48	1.66	1.54
Housing	1.99	1.88	1.95	1.97	1.96
Finance	2.17*	1.92	2.19*	1.97	2.11*
Family Separation	2.07	1.79	2.03	1.94	2.00*
Climate	2.23*	1.96	2.16*	2.15*	2.16*
Total	1.76	1.72	1.73	1.76	1.75

\* are the highest mean scores in each categories.

Table 13

## One-Way Analysis of Variance for Adjustment Problem and Demographic Variables

Problem Area	Geographic		Classification		Sex		Age	
	F	Significance	F	Significance	F	Significance	F	Significance
English Proficiency	18.105	.001	9.307	.003	12.633	.001	4.455	.038
Educational preparation	4.342	.001	3.011	.086	6.324	.014	.346	.558
Good friends	1.168	.332	.032	.859	.033	.857	.418	.520
Racial or religious discrimination	6.213	.001	1.745	.190	1.270	.263	.000	.988
People from community unfriendly	1.549	.183	.677	.413	.511	.477	.759	.386
American students unfriendly	1.254	.291	.537	.465	.071	.790	.007	.934
Food	.986	.431	.181	.671	2.743	.101	.175	.677
Home People contact	.947	.455	.504	.480	.498	.482	.186	.668
Spouse adjustment	1.263	.291	.537	.466	.036	.850	.750	.390
Teacher difficulty	3.072	.013	.390	.534	.299	.586	.156	.693
Homesickness	1.302	.271	.031	.862	1.571	.213	.765	.384
Dating	2.092	.074	.445	.506	4.095	.046	.741	.392
Housing	2.731	.024	.004	.948	.184	.669	.010	.921
Finance	2.104	.072	.474	.493	1.251	.266	1.101	.297
Family Separation	1.514	.194	.039	.845	1.236	.269	.162	.688
Climate	3.560	.006	.171	.680	1.198	.277	.005	.942

Table 14

Pearson Correlation of the Adjustment Problems and the Length of  
time at EIU and in U.S.

Problem Area	Time at EIU		Time in U.S.	
	r	Significance	r	Significance
English Proficiency	-.3365	.001	-.3732	.001
Educational Preparation	-.1315	.105	-.1751	.048
Good Friends	.0195	.428	-.0116	.457
Racial or religious discrimination	.2427	.011	.2205	.019
People from community unfriendly	.1392	.093	.1625	.062
American Students unfriendly	.0464	.330	-.0234	.413'
Food	.0582	.291	.0337	.376
Home people contact	-.0523	.318	-.0985	.188
Spouse adjustment	-.1542	.105	-.0276	.412
Teacher difficulty	.1393	.094	.1756	.049
Homesickness	.0042	.484	-.1197	.129
Dating	.2298	.015	.2003	.030
Housing	.2217	.017	.2070	.025
Finance	.1708	.051	.1107	.147
Family Separation	.1525	.073	-.1323	.106
Climate	.2450	.010	.1910	.037

Table 15  
Pearson Correlation among some Adjustment Problems

	Home people contact	Homesickness	Family Separation
Good Friends	.5183***	.2317*	.2769**
Home people Contact	-----	.3144**	.3546***
Homesickness		-----	.6298**

\* P .05

\*\* P .01

\*\*\* P .001

Table 16  
Pearson Correlation among some Adjustment Problems

	Unfriendliness of community people	Unfriendliness of American Students
Racial or religious discrimination	.6357***	.4622***
Unfriendliness of Community people	-----	.5804***

\*\*\* P .001

## FOOTNOTES

1. The term "Practical traing" refers here to the provision of a student visa which allows the recipient to work in the United States for a period of up to 18 months after graduation. Practical training is a privilege and not a right; it is not automatically granted by the Immigration and Naturalization Service even when approved by a foreign student advisor. Any employment offer to a student must be recognized as temporary, displacing no U.S. citizen or permanent resident, and it must be in a student's field of study. It is also understood that this period of training is a final step prior to a student's departure from the U.S. and that similar training is not available in the student's home country.
2. The Grade Point Average (GPA) in Eastern Illinois University is based on the Grade Point value of 0 to 4. The Grade Point of 3.00 -escribes as "Good", or grade of "B".

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